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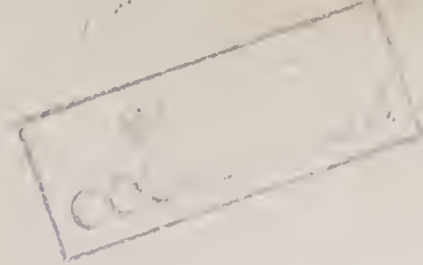


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FASSIFERN—HENDERSONVILLE, N. C.

FASSIFERN

A HOME SCHOOL FOR GIRLS

1914

ACCREDITED BY THE ASSOCIATION OF SOUTHERN COL-
LEGES AND BY THE UNIVERSITY OF NORTH CAROLINA

PREPARES FOR BRYN MAWR AND OTHER COLLEGES OF
HIGH RANK

HENDERSONVILLE
NORTH CAROLINA

Calendar

School Opens.....	September 29, 1914
Second Quarter	November 27, 1914
Third Quarter	January 29, 1915
Fourth Quarter	April 2, 1915
School Closes	June 4, 1915

Christmas Holidays

December 18, 1914, to January 5, 1915
(No other holidays for 1914-15)

Faculty

MISS KATE C. SHIPP

Principals

MRS. ANNA C. McBEE

MISS CAROLINE A. HOOPER, Assistant Principal

Academic Department

MISS KATE C. SHIPP.....Mathematics
(Teacher's Diploma, Cambridge University, England)

MISS MARGARET COFFEY.....German, French, English
(B. A. Royal University of Ireland, 1903; Teacher's Diploma, Cambridge University; Student, Hanover, Germany, 1900-'01; Weimar, 1904; Paris, 1905; Diplome Superieur, Alliance Française; Bayeux-Normandy Holiday Course, 1906; Teacher French and German, St. Alban's High School, England; Teacher French, German, Latin in High School, Preston, England, 1906-09; Teacher Fassifern 1909-'14).

MISS CAROLINE A. HOOPER....English, History, Geography
(Head of Academic Department, Shorter College, Rome. Ga., 1906-09; Assistant Principal, All Saints' School, Sioux Falls, S. D., 1912-13; Fassifern, 1913-14)

MISS LEAH CADBURY.....Latin, Science
(A. B. Bryn Mawr)

Music Department

MISS CHELIAN A. PIXLEY.....Director
(Pupil of E. C. Schutt, New York; of Moskowsky, Paris, 1906; of Burmeister, Berlin, 1907-08; Teacher's Performer's Certificate, Virgil Piano School, New York; Teacher, St. Mary's, Raleigh, 1902-07; Director at Fassifern, 1904-14)

(To be supplied).....Teacher of Violin

Art Department

MISS SALLY P. TALIAFERRO.....Director
(Student Corcoran School of Art, 1901-05, 1909-10; Pupil of Mr. Arthur W. Dow, New York; Student Summer Session Columbia University, 1913; Teacher Fassifern 1913-14)

Physical DirectorMISS LEAH CADBURY
Graduate NurseMISS ABBIE MARRIOTT



FROM FRONT—LOOKING EAST

Foreword

FASSIFERN

FIVE

Those who contemplate entering students at FASSIFERN are asked to examine carefully the following pages, in order that there may be no misapprehension as to their obligations and those of the school.

FASSIFERN lays no claim to the much-abused title of college. Its aim is to prepare students for the true colleges of high grade, and to give those not intending to enter college such thorough training as will fit them for the ordinary occupations of life, enable them to be self-supporting, if necessary, and help them to become lovers of the best in literature, music, and art.

While the object is thoroughness in all things, the school does not guarantee to overcome in one year, or in two, the defects resulting from previous years of poor work.

The school makes a specialty of individual work. All classes are small, and especial care is taken to discover the needs of each girl along the lines of mental and physical training. The principal is so fortunate as to have been able to make a personal inspection of many of the best schools in this country and in England, and has tried to adopt what seemed best in courses of study and discipline. Her belief that there was in North Carolina a demand for a small private school, located in a healthful and quiet place, giving girls more home life than is possible in a large school, has been amply justified by the steady growth of the school, the patrons of which are people who value refinement and culture.

No student will be entered for less than one school year, or the entire part of the year remaining after entrance. The enrollment of a pupil's name on the books of the school renders the parent or guardian responsible, and is considered a contract which ensures her remaining until the close of the year.

FASSIFERN

SIX

The number of students is limited, and there have always been more applicants than the school could accommodate; therefore it is necessary that a place once taken should be kept. By the withdrawal of a pupil, a vacancy is made which another might have filled. Her absence does not diminish the expenses of the school, for her teachers and all employees are paid to the end of the year, and every provision is made for her as though she were present. *No deduction, therefore, will be made in bills for occasional absences, for absence during the first four weeks, or for premature withdrawal,* except in case of serious and prolonged illness, when the loss will be shared equally by school and patron.

When an application for admission is made by persons unknown to the principal, business and social references must be mentioned.

Parents and friends of the students are very cordially welcomed, and the principal can recommend very desirable boarding-houses to those who wish to remain more than a day. With the limited space at command, and the numberless duties devolving upon the heads of the school, it is impossible to have guests during the term.

Members of the faculty can, when requested, meet students at Biltmore or Spartanburg, S. C.



History and Purpose of the School

FASSIFERN

SEVEN

FASSIFERN was opened in October, 1907, in Lincolnton, N. C. The number of boarding pupils was limited to fifteen, and within a month after opening day the limit had been reached.

The number of students has steadily increased. Each year additions have been made to meet the requirements. During the year 1913-14, forty-two boarding pupils were received. In the Fall of 1914, the school will be opened in Hendersonville, N. C.

Religious Training

School opens and closes every day with prayer; and on Sundays the pupils must attend church. When arrangements can be made for a teacher or competent chaperone to accompany them, students are allowed to attend the churches in which they have been reared, if parents and guardians indicate their wishes in the matter. Otherwise, they go with the family to the Episcopal Church.

The students are organized into one general Missionary Society, meeting monthly, when papers are read on the work in the domestic or foreign field. The dues are divided equally among the denominations represented, and each group has its own officers and its special work. The Episcopal girls form a branch of the Junior Auxiliary.

In the regular course of study, instruction in the Bible is provided for all, and each must attend the Sunday afternoon Bible Class.

Those who are Episcopalians are instructed in the Catechism and Prayer Book, as well as in the Bible.

The atmosphere of the school is that of a normal Christian home, where personal care is given each child.



FROM PIAZZA—LOOKING NORTH

Situation— School and Town

FASSIFERN

NINE

Fassifern

From a grove of oak and chestnut, covering the crest of a splendid rise of ground, FASSIFERN SCHOOL looks down over a broad slope of many acres falling away north and east to rows of stately white pines marking the boundaries of the property. While actually only a ten-minutes walk from the railway station and the shopping and hotel section of the town, the wide sweep of the grounds and the commanding height of the hill crest render the property remote even from the adjacent avenues, the impression being deepened by the densely-wooded hills lying to the south, which block off the view toward the town, and give small suggestion of the many bungalow homes on their sides.

The school buildings themselves are of Colonial type, planned and erected with a generous disregard of ground space and timber prices. Only two stories in height, the first floor of the main building is surrounded by a gallery wider than many city streets, from which the main entrance looks out under a wide porte cochere upon a stone-walled terrace, giving a splendid view of the whole forward sweep of the hill. Inside, the entire first floor is devoted to the faculty and reception-rooms, and the library, dining-hall, and kitchens, with the necessary store-rooms and linen closets; while the second floor is given up to dormitories, and to an infirmary which is well-equipped in spite of the fact that the climate of Hendersonville seems almost to justify the omission of this feature. From the front center of the building rises a heavy square tower commanding a view of the entire estate.

To the left, and slightly to the rear, stands another building of similar architecture and almost equal size, the two being connected by a double-deck passageway, of which the second

floor is arranged in open-air sleeping apartments, easy communication between the two buildings thus being available on either floor. In this second building—Cameron Hall—the second story provides an ample number of well-lighted and comfortable bedrooms, while on the ground floor are located most of the class-rooms and the school auditorium, as well as a number of sound-proof practice-rooms. The basement walls rise well above the ground level, giving space for the windows of prismatic glass, which supply sunshine and fresh air to the gymnasium, and for indoor basket-ball when bad weather prevents the use of the school athletic field. The usefulness of the gymnasium is increased by excellent shower-bath equipment, and the basement also houses the big steam-heating plant which the altitude of Hendersonville makes essential to comfort. In the gymnasium, as well as in every other part of the buildings, the plumbing system is of the open type, modern and sanitary to a degree. All in all, the buildings are worthy of the estate on which they stand; comfort, dignity, and beauty each playing a part in aiding to accomplish the purpose for which the school is conducted.

From the deep gallery of the main building, an elevation of nearly two thousand four hundred feet above sea level, the view to the south and west is blocked by the grove in which the buildings stand, but to the north and east is spread out a panorama seldom equaled even in this country of clear air, sparkling sunshine, and immense distances. To the east, the Asheville Road winds like a strip of white ribbon thrown carelessly across a two-mile stretch of flat green meadow to the base of Stony Mountain, a "near neighbor" among the mountains. Further to the right—only seven miles as the crow flies, but fourteen miles away for the mountain climber—the huge shape of Bear Wallow rises against the sky line; while the next giant still bears its native appellation of "The Potato Hill"—a potato hill big enough to blot out a county. Then still further away—still higher and still bluer—rises "Sugar Loaf," twenty miles away in an air line, but every rugged feature showing clear and distinct.

Walking along the front gallery to the main entrance in the center, and looking out between the high columns of the porte cochere, one sees Saluda Mountain breaking over the nearby

pinetrees in the center of the picture, while to the right a big hazy blue beehive—Tryon Mountain—twenty-five miles away, stands guard down where the old Howard's Gap Road crosses the North and South Carolina line, at the very gateway of this mountain country.

FASSIFERN

ELEVEN

To the rear of the FASSIFERN property, a few steps to the adjoining hill-top gives one a look at the other quarters of the compass. A windrift in the trees opens up the slope of the hill and discloses a sea of lustrous rhododendron, from which rise the silver trunks of birch and maple, and over the tops of the trees, plainly visible through a break in the nearer hills, Mount Pisgah soars five thousand, seven hundred feet aloft. A good glass will show the hunting lodge of the late George Vanderbilt, up near the top of Pisgah, the Vanderbilt estate including many thousand acres of land in this section. From another nearby hill one gets a satisfactory look at Caesar's Head, from which elevation Greenville and Spartanburg are plainly visible through the glass. Thirty miles to the northeast the great bulk of Mount Mitchell overtops everything else, the highest point of land on the eastern half of the American continent; and fifty miles away Clingman's Dome looms up, for many years supposed to be higher than Mitchell. In fact, Hendersonville lies almost exactly half-way between the two topmost points of the whole great Blue Ridge, Mount Mitchell being thirty miles to the northeast, while at about the same distance, but in the opposite direction, lie the Plot Balsam Range and Mount Toxaway. Five miles to the west of FASSIFERN lies the famous valley of the French Broad River—the most beautiful valley of the Carolina Mountains.

A matter of interest and importance to patrons of FASSIFERN is the "condemnation proceedings" now under way, by which six thousand acres of land on the topmost peak of Pinnacle Mountain will shortly be converted into a watershed reserve for Hendersonville—perpetually guarded against all human habitation, and furnishing through the simple medium of a ten-mile gravity line a limitless supply of sparkling freestone water, absolutely protected from all con-

tamination. The present water supply is excellent, but rapidly becoming inadequate for the growing needs of the town.

In spite of being high up "on top of the world," Hendersonville is remarkably easy of access. Spartanburg is only two hours away, Asheville one, Salisbury six, and Morristown, Tenn., five.

Hendersonville

Hendersonville, the capital of Henderson County, is the junction point of the Asheville-Columbia Division of the Southern Railway, and the Transylvania Railroad between Asheville and Toxaway. It is twenty miles from Asheville, and forty-eight miles from Spartanburg, S. C.

It is conveniently reached from all points, by trains of the Southern, carrying parlor and sleeping cars from the principal cities of North and South, and making close connections at Asheville and Spartanburg with through trains over the Southern from the East and West. There are fourteen passenger trains daily.

Hendersonville is a substantial business and residential town, with a population of more than four thousand. Its fine climate and natural advantages make it a delightful winter home, as well as a charming pleasure resort in summer. Its present prosperity is marked by its many civic improvements. Among the recent additions to the assets of the town are the Carnegie Library, Patton Memorial Hospital, High School Building, and a postoffice costing between sixty and seventy thousand dollars. The town has electric light, water and sewerage systems, telephones, paved streets and sidewalks, fire department, auditorium, several large modern hotels, three flourishing banks, two newspapers, and many churches.

The climate of Hendersonville, the golden mean between the extremes of temperature and precipitation, affords health, recuperation, and comfort for twelve months in the year. These climatic advantages are due to latitude, altitude, and relation to nearby mountain ranges.

The latitude of Hendersonville is between thirty-five and thirty-six degrees North. From the excessive summer heat to which this latitude is ordinarily subject, Hendersonville is saved by its altitude of two thousand two hundred feet.

An altitude of two thousand two hundred feet might, under some circumstances, afford very severe winter weather. From this Hendersonville is saved by its relation to the nearby ranges of mountains. The higher peaks and ramparts of the Appalachians are to the north and west, thus standing as a barrier against the cold.

On the north and west side of these mountains, even at low altitudes, the rigors of intense cold are experienced; but this section is sheltered. The same feature is repeated on a smaller scale in the immediate vicinity of Hendersonville. The Balsam Mountains, running from southwest to northeast, afford a second shelter to a large part of Henderson County, while Jump-off Mountain, just west of Hendersonville, affords a third protection to the town itself.

With all these elevated land masses guarding it from the severity of winter, Hendersonville is situated on a comparatively level, but well-drained plateau, affording freedom from the fogs and dampness found among the steep-banked ravines of some other mountain resorts.

The autumn months are delightful. In winter, the atmosphere is so dry, and the sun so bright, as to make outdoor life very pleasant. During the spring months, the weather is mild and invigorating. The maximum temperatures for the month of January in six cities were: New York, 53; Philadelphia, 57; Chicago, 49; Memphis, 65; Atlanta, 61; Hendersonville, 60. Thus Hendersonville's winter days are not only much warmer than those of New York or Chicago, but are also not much colder than those of Atlanta or Memphis.

A patron whose opinion is highly valued writes: "I am very glad to know Hendersonville is to have the school, for I believe it the most ideal location for a school in the South. You will have the benefits of a splendid climate, good water, and beautiful scenery."



FROM PIAZZA—LOOKING NORTH

Course of Study

FASSIFERN

FIFTEEN

Students are not classed according to any ironclad rule. The aim of the school is to teach thoroughly whatever is undertaken, and to make up whatever deficiencies may be found.

No girl is held back by class requirements. Students are often well advanced in some branches of study, while backward in others. Here they are given such studies as they are able to take, neither being retarded by their lack of preparation or ability in one respect, nor graded beyond their powers because they have made marked progress in another.

Individual work is emphasized. Time and attention are not spared in the effort to enable students to understand thoroughly the studies undertaken. No pupil may have more than five subjects in addition to music lessons, nor more than six without music.

Especial attention is given to the younger girls in the preparation of their lessons. Their study hours are supervised by someone whose duty it is to give necessary aid and explanation, as well as to see that time is not wasted.

Classes are held in the open air during some parts of every day, and students are encouraged to study out of doors.

REQUIREMENTS FOR DIPLOMAS—A Diploma in Full course is given upon completion of the following: Fifth English, Fourth Latin, Plane Geometry, History and Science as outlined, Third French, Second German, or five years' work in French and German combined. This course is based upon the entrance requirements of Bryn Mawr College.

English

PREPARATORY—Mary Hyde's Language Books, Letter Writing, Dictation, Grammar.

FASSIFERN

SIXTEEN

ACADEMIC—First Year—Carpenter's Grammar, continued; Composition, with particular attention paid to letter writing; Reading—Masterpieces of American Literature.

Second Year—Lockwood's English, with weekly reviews in Grammar; brief history of English and American literature; Essays based upon parallel reading.

Third Year—Lockwood's Rhetoric and Composition, College Entrance Requirements—1, Washington's Farewell Address; 2, Webster's Bunker Hill Oration; 3, Macaulay's Life of Johnson; 4, Milton's Minor Poems.

Fourth Year—Rhetoric and Composition, College Entrance Requirements—1, Burke's Speech on Conciliation; 2, Carlyle's Life of Burns; 3, Shakespeare's Macbeth, or its equivalent.

Fifth Year—Mason's English Grammar (advanced); Shakespeare, 2 plays; Gray's Elegy; Matthew Arnold's Essay on Gray; Selections from Wordsworth, Shelley, Keats, Tennyson; Long's English Literature—Elizabethan Age (Chapter VI), Age of Romanticism (Chapter X).

Sixth Year—Chaucer's Prologue and Knight's Tale; Lamb's Essays of Elia; Long's English Literature—The Age of Chaucer (Chapter IV), The Augustan Age (Chapter VII), The Victorian Age (Chapter XI).

Mathematics

In the Preparatory Department, the children are taught the elements of Arithmetic, and carried through Colaw and Elwood's Intermediate Book, or its equivalent.

ACADEMIC DEPARTMENT—First Year—Colaw and Elwood's Advanced Arithmetic.

Second Year—Arithmetic and Algebra.

Third Year—Algebra and Plane Geometry.

Fourth Year—Solid Geometry and Trigonometry.

FASSIFERN

SEVENTEEN

No student is allowed to drop the study of Arithmetic until she gives evidence of a thorough understanding of the subject; but she may keep it up in conjunction with Algebra or Geometry. The study of mathematics is not compulsory after Plane Geometry has been taken. The text-books used are: Colaw and Elwood's Arithmetic, Slaught and Lennes's Algebra, Wentworth's Geometry and Trigonometry.

History

PREPARATORY DEPARTMENT—Easy History of the United States, Hill's North Carolina History.

ACADEMIC—First Year—English History, Montgomery.

Second Year—American History, Turpin.

Third Year—Ancient History, West.

Fourth Year—Modern History, West; Civil Government, Fiske.

Science

BOTANY—Advanced Class—Text-book: "Principles of Botany," Bergen and Davis, with some laboratory and field work.

INTERMEDIATE CLASSES—Talks on the higher plants, beginning with the seed, and completing the life history of the monocotyledons and dicotyledons, with some field work. Notebooks kept by class. Field work throughout year.

FASSIFERN
EIGHTEEN

PHYSIOLOGY—Text-book: "Martin's Human Body." Two or more lectures by leading physicians.

Text-book: Maury's Physical Geography. Excursions in neighborhood, which affords a fine field for observation.

French

FOUR YEARS' COURSE

First Year—Fraser and Squair's French Grammar, Lessons 1 to 30; Snow and Lebon, Easy French (or equivalent).

Second Year—Grammar—Accidence continued, all verbs; Mairat, La Clef d'Or (or equivalent).

Third Year—Grammar—Syntax, with exercises thereon; Mérimée, Colomba; Sandeau, Mlle. de la Seiglière (or equivalents).

Fourth Year—Grammar—Syntax; Prose Composition; Racine, Athalic; Molière, Le Bourgeois Gentilhomme (or equivalents); Daudet,..... Practice in French Dictation is given throughout the course.

Latin

FIVE YEARS' COURSE

Beginners' Class—Thorough study of Accidence, with exercises based thereon.

First Year—Revision of Accidence; Syntax; Drill in Easier Constructions. Easy Translation.

} D'Ooge:
Latin for
Beginners

Second Year—Syntax; more difficult constructions. Caesar: Gallic War, Books I, II, III, IV.

Third Year—Prose Composition. Cicero: Five Orations.

Fourth Year—Prosody. Virgil: Books I-VI.

FASSIFERN

NINETEEN

German

FOUR YEARS' COURSE

First Year—Spanhoofd: Lehrbuch der Deutschen Sprache; Grimm; Märchen.

Second Year—Spanhoofd: Lehrbuch der Deutschen Sprache; Bacon: Im Vaterland; Schiller: der Neffe als Onkel (or equivalent).

Third Year—Joynes-Wesselhoeft, German Grammar; Syntax; Heine, Harzreise; Lessing, Minna von Barnhelm (or equivalents).

Fourth Year—Joynes-Wesselhoeft: Grammar; Syntax and Prose Composition. Freytag: Die Journalisten; Goethe: Sesenheim; Schiller: Wilhelm Tell.

Music

MISS CHELIAN A. PIXLEY, *Director*

The same plan is followed in the study of piano playing as that pursued with reference to other work. Thoroughness is the watchword. Not only is playing ability desired, and given the first consideration, but the broader understanding of Music as a subject for study is entered into. The course of study is governed largely by the Virgil method the educational principles of which are recognized throughout the progressive musical world today as the basis of artistic playing. Beginners make rapid and safe progress, because, with the aid of the practice clavier, the contrast is plainly understood between right and wrong conditions and motions.



IN OR NEAR HENDERSONVILLE

The tuition for private lessons to resident pupils, and to non-resident pupils wishing to take the full course, includes classes in technique, time beating, and ear training. With these subjects given their own necessary amount of time in classes, the entire private lesson may be devoted to the musical side of playing. Among the advantages of class-work are: A quicker conception and greater interest aroused by competition and by seeing the work of others, and a gain in confidence acquired by playing before others. Frequent student recitals will furnish added opportunity for discipline along these lines.

FASSIFERN

TWENTY-ONE

Music Course

To enter first-year class, applicant must be able to play correctly all major scales in sixteenth notes, quarter note—80 M. M.; all harmonic minor scales to quarter notes—72 M. M.; major common chord arpeggios in sixteenth notes, quarter note—60 M. M.; exercises in wrist action and the different touches; a study equivalent to Duvernoy, opus 120; and a piece of easy third grade.

To enter second-year class, applicant must be able to play all harmonic minor scales in sixteenth notes, quarter note—100 M. M.; all minor common chord and six dominant seventh chord arpeggios in sixteenth notes, quarter note—72 M. M.; a scale in octaves in sixteenth notes, quarter note—52 M. M.; a study equivalent to Czerny, op. 636; a third-grade piece.

To enter third-year class, applicant must be able to play legato and staccato chords in eighth notes, quarter note—84 M. M.; octave scale in sixteenth notes, quarter note—66 M. M., and easy octave study; melodic minor scales in sixteenth notes, quarter note—116 M. M.; arpeggios, chords of the seventh, hands together in sixteenth notes, quarter note—92 M. M.; a study equivalent to Czerny, op. 299; advanced third-grade or easy fourth-grade pieces. Advanced second-grade pieces learned without assistance.

FASSIFERN

TWENTY-TWO

To enter fourth class, applicant must play all major and minor scales, hands together in sixteenths, quarter note—132 M. M.; all major, minor, and seventh chord arpeggios, hands together, in sixteenths, quarter note—116 M. M.; one major and one minor scale in contrary motion, sixths, thirds, and tenths, in sixteenth notes, quarter note—100 M. M.; one scale in double thirds, in sixteenths, quarter note—66 M. M.; one scale in double sixths, in eighth notes, quarter note—80 M. M.; six scales in octaves, in sixteenths, quarter note—72 M. M.; Cramer etudes; octave etude; advanced fourth-grade pieces, modern and classical. Third-grade pieces learned without assistance.

To receive a Certificate, applicant must have acquired a velocity of sixteenth notes, quarter note—144 M. M., in scale and arpeggio passages: octaves, double thirds, and double sixths in sixteenths, quarter note—80; and be able to play from memory a recital program of classical and modern numbers of advanced fourth-grade difficulty.

Compositions selected throughout the course according to the Faelton grading. Students who contemplate teaching will be prepared for examination in the Virgil Method without attending the New York School.

Art Course

The object of this course is to give a good foundation in Art education. After that, the advancement depends upon the ability of the student.

The course includes lessons in drawing, painting, and applied design.

Painting is given only in connection with the drawing, and students in design are required to take at least one drawing lesson a week.

Drawing and Painting

FASSIFERN

TWENTY-THREE

Lessons in drawing include drawing in pencil, colored crayola, and charcoal, from still life and casts. They teach the principles of perspective and light and shade.

As the student advances, the study of color is approached through water color and oils. Examples of the best color, such as Japanese prints and reproductions of masterpieces are copied, to aid in appreciation of color.

DESIGN—The Course in Design is a systematic study of line, and light and dark. It covers the principles of rhythm, symmetry, balance, and proportion.

ARTS AND CRAFTS—The Course in Applied Design includes practical application in metal, leather, or one of the crafts.

Concerts and Lectures

In order that students may derive benefit from hearing music and lectures, it is the aim of the school to engage public speakers and professional musicians of reputation, at intervals during the school year. Students have been given the opportunity of going to Charlotte for unusual events of this kind, such as recitals by world-famous artists; and a few members of the school have attended the Spartanburg Music Festival. Henceforth, it will be possible for many more to take advantage of the Festival, since the railway connection with Spartanburg is so good. In addition, a course of concerts and lectures is arranged for the benefit and entertainment of students. Lecturers, pianists, vocalists, and musicians doing concerted work have visited the school. Attendance of pupils is required.

Since the opening of the Course, the following entertainments have been given:

RECITALS—Mr. Edward Baxter Perry, pianist, three; Mr. A. O. Bauer, two; Mr. Alfred Calzin, pianist; Mr. Dan Jones, pianist; Mr. Horatio Connell, baritone; Mr. Ellison Van Hoose,

tenor; Mme. Nina Dimitrieff, soprano; Mme. Berthe Orndoff, soprano; Mme. Dorothea North, soprano; Miss Charlotte Kendall Hull, violinist, two; Master Winston Wilkinson, violinist; Miss Smith, Queens College, violinist; Trio Concert—piano, violin, and cello—by Miss Pixley, Miss von Gilluwe, and Mr. Stirewalt; Zaellner String Quartet.

LECTURES—Prof. Collier Cobb, University of North Carolina; Mr. Charles McKesson, two; Dr. Delia Dixon Carroll, Raleigh; Dr. Annie Moore, New York.

Honors

HONOR ROLL—Each month there is posted the list of such students as have been honorably mentioned in the weekly report of studies. At the end of the year, those whose names have appeared on every month's honor roll are entitled to a place on the honor roll for the year.

Students who take the highest mark in class have their names marked with a star on the monthly reports. Those who have had as many as three stars on every report, are placed on the year's Star Roll.

A place on either roll may be lost by non-attendance upon classes, whether from sickness or other causes.

Two tuition scholarships have been given annually by the principals: The William Ewen Shipp Scholarship, and the U. D. C. Scholarship. The recipients of both must be students of FASSIFERN, who for one year, at least, have taken high stands in both scholarship and deportment.

In addition, there will hereafter be a third, entitled the Robert S. Reinhardt Scholarship, offered by the principals as an appreciation of the invaluable assistance of Mr. Reinhardt, FASSIFERN's best friend since its foundation.

Mr. W. M. Sherrill, of Lincolnton, has given each year a handsome gold medal to the student having the best record for general excellence. During the year 1913-14, Miss Sarah McLeod, who won the Sherrill medal the previous year, has held the W. E. Shipp Scholarship. The U. D. C. Scholarship was awarded to Miss Jennie Saine.

For 1913-14, the Sherrill medal was won by Miss Jessie Jenkins.

FASSIFERN

TWENTY-FIVE

Literary Societies

The student body is divided into two literary societies—the Alpha Kappa Mu, and the Kappa Kappa Sigma. Meetings, held twice a month, are conducted by the students. Literary exercises and debates make the programs for these meetings.

One evening a week is devoted to the reading aloud of standard books. This is done by the students in the two Reading-Clubs. During the school year, the Junior Circle has read Pope's Translation of the Iliad (Book I), and Selections from Bulfinch's Age of Fable. The Senior Circle has studied Shakespeare's Twelfth Night, and Macaulay's Essays on Clive and Hastings, and a number of selected poems. The aim of these Societies is to supplement the work of the higher English classes, and to inspire the students with a love for the best literature.

FASSIFERN'S Chapter of Children of the Confederacy has aided the fund for the Soldiers' Monument in Lincolnton, and has sent donations to the Soldiers' Home in Raleigh.

Health and Exercise

Every care is taken to prevent illness, and keep pupils vigorous and healthy. The climate is a great factor, and plenty of outdoor exercise is required. As the school has large grounds,



HIGHLAND LAKE

and is, moreover, on the outskirts of the town, there is ample opportunity for walks and out-of-door sports. These are under the supervision of teachers.

Regular lessons in physical culture supplement these exercises. In spring and early autumn, the lessons are given out-of-doors.

Mrs. McBee has the health of the girls under her especial supervision, and mothers are asked to write her if there is any particular care to be taken.

There are a number of good physicians in the town, any of whom may be consulted. When no choice is indicated, the family physician is called in.

There is no school medical fee, and physicians' bills are sent direct to patrons.

There is a large and comfortable infirmary, and in any ordinary illness the pupils are cared for by the graduate nurse in charge; but should an occasion arise when the physician thinks a special nurse necessary, she will be employed at the expense of the patient. Each applicant for admission to the school must present a physician's certificate as to her general health, and a separate statement from a specialist if she has had trouble with eyes, ears, or throat. If a student is expected to continue a course of treatment begun under her family physician, both courtesy and common-sense require that an explanation of this treatment, and the reason for it, should be made to those who have charge of the well-being of the pupils. Necessary dental work should receive attention before pupils leave home.

The school has its own cows, carefully fed and watched, and the milk is good and abundant.

Particular attention is paid to the care of the eyes. The lighting system is of the best, and the lights are carefully placed. The study-hall desks are movable, and are so arranged that the students are subjected to neither strain nor glare.

Recreation

The school is not a sanatorium, and a girl with tubercular troubles, or with any mental or serious physical defects, will not be admitted.

The students depend for pleasure and recreation largely upon out-of-door games and sports. There is a tennis court, and basket-ball, croquet, and hockey grounds. In spring and fall, the pupils are taken for long drives, or for excursions to some particularly attractive spot where they may have afternoon tea or a picnic luncheon. Those who have permission from home are allowed to ride, when accompanied by a teacher and by an expert horseman who gives riding lessons. Girls may not use the side saddle, and a simple habit is necessary.

Those who care for it may dance every evening.

The school is still young, but there is the nucleus of a good library, and each year books are added.

It is not desirable for students to bring reading matter, other than such as may bear upon their studies, and if books are brought they must be turned over to members of the faculty for inspection.

Conduct

Since the interests of all pupils must be considered, a girl who exercises a harmful influence upon her companions, or whose general demeanor shows that she has no intention of obeying the rules of the household, cannot be allowed to remain in the school.

Dress

FASSIFERN

TWENTY-NINE

The dress of all pupils must be characterized by simplicity and regard for health. White or wash dresses may not be worn after November 1, until permission is given in the Spring. For winter wear, a student must have the following: For church and street: a coat suit, suitable hat, and gloves; for school: two wool dresses of serviceable color; for afternoons and evenings: two dresses of lighter color and texture: a heavy coat, hat, and gloves for everyday use; high necked underwear—not necessarily wool; high shoes. Jewels of value must not be brought to the school.

Visits and Absences

Parents are earnestly requested to see that their children are on hand promptly at the opening of school, and after a holiday absence.

Students are expected the day on which school is advertised to open; *not before*. They will be met at the station by one of the faculty.

After the holidays, parents will kindly notify the principal by what train to expect returning pupils, and also explain any delay in returning. The only regular holidays for 1914-15 are at Christmas. Students may remain in the school except during the Christmas vacation.

The principal recognizes the power of parents to keep their children out of school, and thinks it unwise to make a cast-iron law with regard to such action; yet she earnestly desires parents and guardians to avoid asking for holidays not given to the whole school. They cause a girl to fall behind in her work, distract her attention, and in almost every instance are followed by irritability of temper, often dignified by the name of *homesickness*, further interfering with the regular routine. It is understood that young people need diversion, and the attempt is made to give them all the variety possible in the way of recreation, yet it is supposed they are placed in

a boarding-school primarily to escape from the unavoidable distractions occurring in the average home life. Time lost from school work must be made up, and except in the case of illness a charge for such extra work will be made at regular tutor's rates. It is too much for teachers who are doing full work, and an outside tutor will henceforth be employed for the purpose.

Pupils are not allowed to go home with one another during the school term. The reasons are obvious. Heads of schools may know reasons why these visits are very undesirable, and yet find it embarrassing to decline to grant the privilege. Girls are not allowed to visit anyone in town with whom the principal is not acquainted, nor are they permitted to spend the night away from the school, unless in the immediate care of parent or guardian.

Letters, Telegrams, Telephone Messages, and Express Parcels

Letters and all mail must pass through the hands of one of the principals. After students arrive, they will be asked to submit a list of correspondents, which will be forwarded to parents for approval. The principal reserves the right to strike off this list, at any time, the names of persons who prove themselves objectionable.

Telegrams must be addressed to the principal. Pupils may not answer the telephone; so parents are requested to call up the principal in the event that a long distance message is necessary.

All express charges must be *prepaid*, and parcels must be opened in the presence of a teacher. Parents will understand that this supervision is best, as it prevents the reception of undesirable packages.

Boxes

FASSIFERN

THIRTY-ONE

Boxes of eatables may not be received, *nor brought* by students. All schools have the same trouble with cases of illness following the reception of boxes. The food furnished by the school is the best the market affords, and those who have charge of the health of the girls are sorely hampered by the injudicious and promiscuous sending of eatables from outside. Fruit, candy, and nuts, in reasonable quantities, may be received, but *nothing else*. No exception is made in the case of birthdays and holidays, nor for any particular student.

Spending Money

It is earnestly requested that parents arrange a definite allowance of pocket money, and require their daughters to keep within this limit. No money is advanced to students, and they may not have bills in town.

List of Articles Required

Bible, umbrella, overshoes, dressing wrapper, two laundry bags, hot-water bag, gymnastic suit, all toilet articles, a small cup, a teaspoon, two pairs of blankets, three pairs of sheets and two white spreads for *single* bed, three pillow cases for pillows of medium size, eight towels, three bath towels, eight table napkins, napkin ring, and workbag or -basket, furnished with needles, thread, thimble, and scissors. All articles must be plainly marked with the owner's name, and each girl should have an exact list of all she brings.

Girls who wear glasses are asked to bring two pairs, to avoid loss of time in case of accident.



KANUGA LAKE

Expenses for School Year of Nine Months

F ASSIFERN

THIRTY-THREE

Board, with Tuition in English branches, Latin, French, and German	\$300.00
For single room	310.00
Laundry	20.00
Lessons in Drawing and Painting	40.00
Piano Lessons under Director	60.00
Violin	60.00
Use of Piano for Practice, per hour, daily.	5.00
Infirmary Fee	5.00
Deposit for Books and Stationery	5.00
Arts and Crafts Course in Metal or Leather, in connection with Art Course	5.00
Concert Series	5.00

Damage done to rooms or furniture will be repaired immediately, at the expense of the pupil.

Books and stationery are furnished at dealers' prices. An account is kept, and should the amount deposited exceed the expenditure, the surplus will be returned. The excess is charged on the quarterly bill.

A deduction of \$25.00 is made in the charges for the year when two or more boarding pupils enter from the same family.

All bills are payable *quarterly in advance*. A deposit of five dollars is required of all pupils at the time of filing application, as a guarantee for holding the place. The right is reserved to vacate the place of any pupil whose bill is not settled within a month.

No pupil, whose bills for the previous year remain unsettled, will be entered for a new term, nor will she be given a certificate of admission to another school.

FASSIFERN

THIRTY-FOUR

Honor Roll, 1913-'14

(See page 24)

Jessie Jenkins

Edith Jenkins

Eleanor McLoud

Laura Thompson

Star Roll

Sarah McLoud

Jessie Jenkins

Edith Jenkins

Anna Locke Ingram

Graduate in Full Course

Miss Jennie Johnston Saine

Certificate Music Students

Miss Jennie Johnston Saine

Miss Elizabeth Page

Students, 1913-'14

FASSIFERN

THIRTY-FIVE

Atkinson, Elise	Richmond, Va.	McCoy, Helen	Charlotte, N. C.
Braswell, Mary	Rocky Mount, N. C.	Moore, Pauline	Asheville, N. C.
Borden, Virginia	Goldsboro, N. C.	McLoud, Sarah	Asheville, N. C.
Cook, Mary	Tarboro, N. C.	McLoud, Eleanor	Asheville, N. C.
Couper, Constance	Spartanburg, S. C.	Martin, Rose	Hickory, N. C.
Doty, Kate	Winnsboro, S. C.	Manning, Katherine	Wilmington, N. C.
Damron, Mary	Shelby, N. C.	Murchison, Lucy	Wilmington, N. C.
Ewers, Janie	Shelby, N. C.	Oates, Annie	Hendersonville, N. C.
Graham, Evelyn	Raleigh, N. C.	Packard, Sallie Lou	Cliffside, N. C.
Hines, Marion	Rocky Mount, N. C.	Page, Elizabeth	Aberdeen, N. C.
Heyward, Betty	Rion, S. C.	Parham, Lucy	Henderson, N. C.
Heyward, Lille	Rion, S. C.	Pemberton, Elizabeth	Wilmington, N. C.
Hoke, Johnsie	Lincolnton, N. C.	Person, Alice	Charlotte, N. C.
Hein, Katherine	Lincolnton, N. C.	Pendleton, Elizabeth	Spartanburg, S. C.
Holt, Dolores	Wilmington, N. C.	Penry, Elizabeth	Lexington, N. C.
Ingram, Anna Locke	Wadesboro, N. C.	Rodman, Hannah	Norfolk, Va.
Jenkins, Sarah	Charlotte, N. C.	Reid, Gladys	Hickory, N. C.
Jenkins, Jessie	Caroleen, N. C.	Ruffin, Mary	Mayodan, N. C.
Jenkins, Edith	Caroleen, N. C.	Rees, Mary	Lincolnton, N. C.
Johnston, Mary Bolling	Florence, S. C.	Saine, Jennie	Lincolnton, N. C.
Johnston, Helen	Florence, S. C.	Shea, Sarah	Spartanburg, S. C.
Johnstone, Annie	Lincolnton, N. C.	Ticknor, Virginia	Great Barrington, Mass.
Lindsay, Ella	Spartanburg, S. C.	Thompson, Laura	Greensboro, N. C.
Whitehead, Erma	Enfield, N. C.		

FASSIFERN

THIRTY-SIX

Atkinson, Elise
Borden, Virginia
Braswell, Mary
Cook, Mary
Doty, Kate
Ewers, Janie
Heyward, Betty
Hines, Marion
Holt, Dolores
Ingram, Anna Locke
Jenkins, Edith

Piano Pupils, 1913-'14

Jenkins, Sarah
Johnston, Helen
Johnston, Mary Bolling
Manning, Katherine
McCoy, Helen
McLoud, Sarah
McLoud, Eleanor
Moore, Pauline
Murchison, Lucy
Oates, Annie Pegram
Packard, Sallie Lou

Page, Elizabeth
Parham, Lucy
Pemberton, Elizabeth
Person, Alice
Reid, Gladys
Ruffin, Mary
Saine, Jennie
Shipp, Mary
Thompson, Laura
Ticknor, Virginia
Whitehead, Erma

Violin Pupils

Jenkins, Jessie

Lindsay, Ella

Ruffin, Mary

Art Pupils

Bowen, Josephine
Couper, Constance
Damron, Mary

Graham, Evelyn
Rees, Mary
Rodman, Hannah

Ticknor, Virginia
Heyward, Lille
Mullen, Josephine

Wassiferu School

Application for Admission

I hereby request that a place be reserved for my
for the school year beginning, and I
enclose my check for five dollars entrance fee, to be credited on the first bill
for tuition, but forfeited if the pupil is withdrawn.

I promise to conform to the regulations of the school, and agree, if this
application is accepted, that my shall be punctual in
attendance.

In enrolling my for the whole school year, I
promise to pay for the tuition, board, etc., of the entire year, according to the
published terms and regulations of the catalog, on pages 2 and 33.

Signed.....

Business address.....

Home address

Full name of candidate

Date of last birthday, and age thereat.....

Financial references (two)

Social references (two)

Name of School last attended

Name of clergyman, and the church attended

State fully condition of health at time of application.....

Name of family physician

Music? }
Art? }

List of studies completed, taken from the schedule for Academic Course.....

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FRONT VIEW—FASSIFERN

FASSIFERN

A HOME SCHOOL FOR GIRLS

1915

*ACCREDITED BY THE ASSOCIATION OF SOUTHERN COL-
LEGES AND BY THE UNIVERSITY OF NORTH CAROLINA
PREPARES FOR COLLEGES OF HIGH RANK*

*HENDERSONVILLE
NORTH CAROLINA*

Calendar

School Opens	September 7, 1915
Second Quarter.....	November 5, 1915
Third Quarter.....	February 4, 1916
Fourth Quarter.....	April 7, 1916
School Closes.....	June 9, 1916

School Year, thirty-six weeks, exclusive of holidays

Winter Vacation

December 23, 1915, to January 25, 1916

(No other holidays)

Faculty

MISS KATE C. SHIPP

MRS. ANNA C. McBEE

Principals

MISS CAROLINE A. HOOPER, Assistant Principal

Academic Department

MISS KATE C. SHIPP.....Mathematics
(Teacher's Diploma, Cambridge University, England)

MISS CAROLINE A. HOOPER....English, History, Geography
(Head of Academic Department, Shorter College, 1906-
09; Assistant Principal All Saints' School, Sioux Falls,
S. D., 1912-'13; Fassifern, 1913-'15)

MISS MARGARET COFFEY.....German, French, English
(B. A. Royal University of Ireland; Teacher's Diploma,
Cambridge University)

MISS HELEN HERSPERGER.....Latin
(A. B. Vassar, 1909; Teacher of English and History,
St. Margaret's Hall, Boise, Idaho, 1909-'11; Teacher of
Latin, All Saints' School, Sioux Falls, S. D., 1911-'15)

MISS ARLENA KELTON.....Science and Nature Study
Athletics
(A. B. Smith College; The Hill School, Augusta, Ga.,
1912-'15)

Music Department

MISS CHELIAN A. PIXLEY.....Director
(Pupil of E. C. Schutt, New York; of Moszkowski,
Paris; of Burmeister, Berlin; Certificate Virgil Piano
School, New York)

MISS ISABEL PIXLEY.....Teacher of Voice Culture
Assistant in Piano
(Pupil of Frank H. Tabbs, New York; Mme. Hess-Burr,
Chicago)

Art Department

MISS SALLY P. TALIAFERRO.....Director
(Student Corcoran School of Art; Student Columbia
University; Pupil of Mr. Arthur W. Dow, New York)

MISS M. H. SAMPSON.....Matron
(Certificate from College of Preceptors, London, Eng-
land)



FROM FRONT—LOOKING EAST

Foreword

FASSIFERN

FIVE

Those who contemplate entering students at FASSIFERN are asked to examine carefully the following pages, in order that there may be no misapprehension as to their obligations and those of the school.

FASSIFERN lays no claim to the much-abused title of college. Its aim is to prepare students for the true colleges of high grade, and to give those not intending to enter college such thorough training as will fit them for the ordinary occupations of life, enable them to be self-supporting, if necessary, and help them to become lovers of the best in literature, music, and art.

While the object is thoroughness in all things, the school does not guarantee to overcome in one year, or in two, the defects resulting from previous years of poor work.

The school makes a specialty of individual work. All classes are small, and especial care is taken to discover the needs of each girl along the lines of mental and physical training. The principal is so fortunate as to have been able to make a personal inspection of many of the best schools in this country and in England, and has tried to adopt what seemed best in courses of study and discipline. Her belief that there was in North Carolina a demand for a small private school, located in a healthful and quiet place, giving girls more home life than is possible in a large school, has been amply justified by the steady growth of the school, the patrons of which are people who value refinement and culture.

No student will be entered for less than one school year, or the entire part of the year remaining after entrance. The enrollment of a pupil's name on the books of the school renders the parent or guardian responsible, and is considered a contract which ensures her remaining until the close of the year.

The number of students is limited, and there have always been more applicants than the school could accommodate; therefore it is necessary that a place once taken should be kept. By

FASSIFERN

SIX

the withdrawal of a pupil, a vacancy is made which another might have filled. Her absence does not diminish the expenses of the school, for her teachers and all employees are paid to the end of the year, and every provision is made for her as though she were present. *No deduction, therefore, will be made in bills for occasional absences, for absence during the first four weeks, or for premature withdrawal,* except in case of serious and prolonged illness, when the loss will be shared equally by school and patron.

When an application for admission is made by persons unknown to the principal, business and social references must be mentioned.

Parents and friends of the students are very cordially welcomed, and the principal can recommend very desirable boarding-houses to those who wish to remain more than a day. With the limited space at command, and the numberless duties devolving upon the heads of the school, it is impossible to have guests during the term.

Members of the faculty can, when requested, meet students at Biltmore, N. C., or Spartanburg, S. C.

The Principal feels that she is consulting the best interests of all concerned, in eliminating all holidays except that of one month in midwinter. Many schools give a holiday of several days at Thanksgiving, another of two weeks at Christmas, and a third of ten days or two weeks in Spring. It has seemed best to put the full school work into the months when the weather is best. The invigorating climate of Hendersonville renders it possible to begin the school term early, thus giving students the benefit of the delightful and beautiful autumn; while the equally charming Spring months render it possible and profitable to continue study through the first week of June without the languor that accompanies mental exertion at a lower altitude. Students spend many hours of study out of doors, both in spring and autumn. All schools have the same experience with the after results of the Christmas holidays, when students return and spend weeks in recuperating from the effects of the festivities crowded into a short holiday. It is hoped and believed that a longer and more quiet rest will enable them to take up the regular routine of work immediately after the vacation, thus saving much time needed for actual work.

History and Purpose of the School

FASSIFERN

SEVEN

FASSIFERN was opened in October, 1907, in Lincolnton, N. C. The number of boarding pupils was limited to fifteen, and within a month after opening day the limit had been reached.

The number of students has steadily increased, and larger buildings were soon necessary. In October, 1914, the school was opened in Hendersonville, with sixty boarding pupils.

Religious Training

School opens and closes every day with prayer; and on Sundays the pupils must attend church. When arrangements can be made for a teacher or competent chaperone to accompany them, students are allowed to attend the churches in which they have been reared, if parents and guardians indicate their wishes in the matter. Otherwise, they go with the family to the Episcopal Church.

The students are organized into one general Missionary Society, meeting monthly, when papers are read on the work in the domestic or foreign field. The dues are divided equally among the denominations represented, and each group has its own officers and its special work. The Episcopal girls form a branch of the Junior Auxiliary.

In the regular course of study, instruction in the Bible is provided for all, and each must attend the Sunday afternoon Bible Class.

Those who are Episcopalians are instructed in the Catechism and Prayer Book, as well as in the Bible.

The atmosphere of the school is that of a normal Christian home, where personal care is given each child.



FROM PIAZZA—LOOKING NORTH

Situation — School and Town

FASSIFERN

NINE

Fassifern

From a grove of oak and chestnut, covering the crest of a splendid rise of ground, FASSIFERN SCHOOL looks down over a broad slope of many acres, falling away north and east to rows of stately white pines marking the boundaries of the property. While actually only a ten-minutes' walk from the railway station and the shopping and hotel section of the town, the wide sweep of the grounds and the commanding height of the hill crest render the property remote even from the adjacent avenues, the impression being deepened by the densely-wooded hills lying to the south, which block off the view toward the town, and give small suggestion of the many bungalow homes on their sides.

The school buildings themselves are of Colonial type, planned and erected with a generous disregard of ground space and timber prices. Only two stories in height, the first floor of the main building is surrounded by a gallery eighteen feet wide, from which the main entrance looks out under a wide porte cochere upon a stone-walled terrace, giving a splendid view of the whole forward sweep of the hill. Inside, the entire first floor is devoted to the faculty and reception-rooms, and the library, dining-hall, and kitchens, with the necessary store-rooms and linen closets; while the second floor is given up to dormitories, and to an infirmary which is well-equipped in spite of the fact that the climate of Hendersonville seems almost to justify the omission of this feature. From the front center of the building rises a heavy square tower, commanding a view of the entire estate.

To the left, and slightly to the rear, stands another building of similar architecture and almost equal size, the two being connected by a covered passageway. In the second building—

FASSIFERN

TEN

Cameron Hall—the second story provides an ample number of well-lighted and comfortable bedrooms, while on the ground floor are located the classrooms and the school auditorium, as well as a number of sound-proof practice-rooms. The basement walls rise well above the ground level, giving space for the windows of prismatic glass, which supply sunshine and fresh air to the gymnasium, and for indoor basket-ball when bad weather prevents the use of the school athletic field. The usefulness of the gymnasium is increased by excellent shower-bath equipment, and the basement also houses the big steam-heating plant, which the altitude of Hendersonville makes essential to comfort. In the gymnasium, as well as in every other part of the buildings, the plumbing system is of the open type, modern and sanitary to a degree. All in all, the buildings are worthy of the estate on which they stand; comfort, dignity, and beauty each playing a part in aiding to accomplish the purpose for which the school is conducted.

A matter of interest and importance to patrons of FASSIFERN is the “condemnation proceedings” now under way, by which six thousand acres of land on the topmost peak of Pinnacle Mountain will shortly be converted into a watershed reserve for Hendersonville—perpetually guarded against all human habitation, and furnishing through the simple medium of a ten-mile gravity line a limitless supply of sparkling freestone water, absolutely protected from all contamination. The present water supply is excellent, but rapidly becoming inadequate for the growing needs of the town.

In spite of being high up “on top of the world,” Hendersonville is remarkably easy of access. Spartanburg is only two hours away, Asheville one, Salisbury six, and Morristown, Tenn., five.

Hendersonville

Hendersonville, the capital of Henderson County, is the junction point of the Asheville-Columbia Division of the Southern Railway and the Transylvania Railroad between Asheville and Toxaway. It is twenty miles from Asheville, and forty-eight miles from Spartanburg, S. C.



IN OR NEAR HENDERSONVILLE

FASSIFERN

TWELVE

It is conveniently reached from all points, by trains of the Southern, carrying parlor and sleeping cars from the principal cities of North and South, and making close connections at Asheville and Spartanburg with through trains over the Southern from the East and West. There are fourteen passenger trains daily.

Hendersonville is a substantial business and residential town, with a population of more than four thousand. Its fine climate and natural advantages make it a delightful winter home as well as a charming pleasure resort in summer. Its present prosperity is marked by its many civic improvements. Among the recent additions to the assets of the town are the Carnegie Library, Patton Memorial Hospital, High School Building, and a postoffice costing between sixty and seventy thousand dollars. The town has electric light, water and sewerage systems, telephones, paved streets and sidewalks, fire department, auditorium, several large modern hotels, three flourishing banks, two newspapers, and many churches.

The climate of Hendersonville, the golden mean between the extremes of temperature and precipitation, affords health, recuperation, and comfort for twelve months in the year. These climatic advantages are due to latitude, altitude, and relation to nearby mountain ranges.

The latitude of Hendersonville is between thirty-five and thirty-six degrees North. From the excessive summer heat to which this latitude is ordinarily subject, Hendersonville is saved by its altitude of two thousand two hundred feet.

An altitude of two thousand two hundred feet might, under some circumstances, afford very severe winter weather. From this Hendersonville is saved by its relation to the nearby ranges of mountains. The higher peaks and ramparts of the Appalachians are to the north and west, thus standing as a barrier against the cold.

On the north and west side of these mountains, even at low altitudes, the rigors of intense cold are experienced; but this section is sheltered. The same feature is repeated on a smaller

scale in the immediate vicinity of Hendersonville. The Balsam Mountains, running from southwest to northeast, afford a second shelter to a large part of Henderson County, while Jump-off Mountain, just west of Hendersonville, affords a third protection to the town itself.

FASSIFERN

THIRTEEN

With all these elevated land masses guarding it from the severity of winter, Hendersonville is situated on a comparatively level, but well-drained plateau, affording freedom from the fogs and dampness found among the steep-banked ravines of some other mountain resorts.

A patron whose opinion is highly valued writes: "I am very glad to know Hendersonville is to have the school, for I believe it the most ideal location for a school in the South. You will have the benefits of a splendid climate, good water, and beautiful scenery."





SCHOOL ROOM

Course of Study

FASSIFERN

FIFTEEN

Students are not classed according to any ironclad rule. The aim of the school is to teach thoroughly whatever is undertaken, and to make up whatever deficiencies may be found.

No girl is held back by class requirements. Students are often well advanced in some branches of study, while backward in others. Here they are given such studies as they are able to take, neither being retarded by their lack of preparation or ability in one respect, nor graded beyond their powers because they have made marked progress in another.

Individual work is emphasized. Time and attention are not spared in the effort to enable students to understand thoroughly the studies undertaken. No pupil may have more than five subjects in addition to music lessons, nor more than six without music.

Especial attention is given to the younger girls in the preparation of their lessons. Their study hours are supervised by someone whose duty it is to give necessary aid and explanation, as well as to see that time is not wasted.

Classes are held in the open air when possible, and students are encouraged to study out of doors.

REQUIREMENTS FOR DIPLOMAS—A Diploma in Full course is given upon completion of the following: Fifth English, Fourth Latin, Plane Geometry, History and Science as outlined, Third French, Second German, or five years' work in French and German combined. This course is based upon the entrance requirements of Bryn Mawr College.

English

PREPARATORY—Mary Hyde's Language Books, Letter Writing, Dictation, Grammar.

FASSIFERN

SIXTEEN

ACADEMIC—First Year—Carpenter's Grammar, continued; Composition, with particular attention paid to letter writing; Reading—Masterpieces of American Literature.

Second Year—Lockwood's English, with weekly reviews in Grammar; brief history of English and American literature; Essays based upon parallel reading.

Third Year—Lockwood's Rhetoric and Composition, College Entrance Requirements—1, Washington's Farewell Address; 2, Webster's Bunker Hill Oration; 3, Macaulay's Life of Johnson; 4 Milton's Minor Poems.

Fourth Year—Rhetoric and Composition, College Entrance Requirements—1, Burke's Speech on Conciliation; 2, Carlyle's Life of Burns; 3, Shakespeare's Macbeth, or its equivalent.

Fifth Year—Mason's English Grammar (advanced); Shakespeare, 2 plays; Gray's Elegy; Matthew Arnold's Essay on Gray; Selections from Wordsworth, Shelley, Keats, Tennyson; Long's English Literature—Elizabethan Age (Chapter VI), Age of Romanticism (Chapter X).

Sixth Year—Chaucer's Prologue and Knight's Tale; Lamb's Essays of Elia; Long's English Literature—The Age of Chaucer (Chapter IV), The Augustan Age (Chapter VII), The Victorian Age (Chapter XI).

Mathematics

In the Preparatory Department, the children are taught the elements of Arithmetic, and carried through Wentworth and Smith's First Book, or its equivalent.

ACADEMIC DEPARTMENT—First Year—Arithmetic.

Second Year—Arithmetic and Algebra.

Third Year—Algebra and Plane Geometry.

Fourth Year—Solid Geometry and Trigonometry.

FASSIFERN

SEVENTEEN

No student is allowed to drop the study of Arithmetic until she gives evidence of a thorough understanding of the subject; but she may keep it up in conjunction with Algebra or Geometry. The study of mathematics is not compulsory after Plane Geometry has been taken. The text-books used are: Wentworth & Smith's Complete Arithmetic, Slaught and Lennes's Algebra, Wentworth's Geometry and Trigonometry.

History

PREPARATORY DEPARTMENT—Easy History of the United States; Hill's North Carolina History.

ACADEMIC—First Year—English History, Montgomery.

Second Year—American History, Turpin.

Third Year—Ancient History, West.

Fourth Year—Medieval and Modern History, Davis; Civil Government, Fiske.

Science

BOTANY—Advanced Class—Text-book: "Principles of Botany," Bergen and Davis, with some laboratory and field work.

INTERMEDIATE CLASSES—Talks on the higher plants, beginning with the seed, and completing the life history of the monocotyledons and dicotyledons, with some field work. Notebooks kept by class. Field work throughout year.

FASSIFERN

EIGHTEEN

PHYSIOLOGY—Text-book: Martin's Human Body. Two or more lectures by leading physicians.

Text-book: Maury's Physical Geography. Excursions in neighborhood, which affords a fine field for observation.

A COURSE IN NATURE STUDY, not yet outlined, is to be introduced, under the direction of Miss Kelton, A. B.

French

FOUR YEARS' COURSE

First Year—Fraser and Squair's French Grammar, Lessons 1 to 30; Snow and Lebon, Easy French (or equivalent).

Second Year—Grammar—Accidence continued, all verbs; Mairet, La Clef d'Or (or equivalent).

Third Year—Grammar—Syntax, with exercises thereon; Mérimée, Colomba; Sandeau, Mlle. de la Seiglière (or equivalents).

Fourth Year—Grammar—Syntax; Prose Composition; Racine, Athalie; Molière, Le Bourgeois Gentilhomme (or equivalents); Daudet, Practice in French Dictation is given throughout the course.

Latin

FIVE YEARS' COURSE

Beginners' Class—Thorough study of Accidence, with exercises based thereon.

First Year—Revision of Accidence; Syntax; Drill in Easier Constructions.
Easy Translation.

} D'Ooge:
Latin for
Beginners

Second Year—Syntax; more difficult constructions. Caesar: Gallic War, Books I, II, III, IV.

Third Year—Prose Composition. Cicero: Five Orations.

Fourth Year—Prosody. Virgil: Books I-VI.

FASSIFERN

NINETEEN

German

FOUR YEARS' COURSE

First Year—Spanhoofd: Lehrbuch der Deutschen Sprache; Grimm; Märchen.

Second Year—Spanhoofd: Lehrbuch der Deutschen Sprache; Bacon: Im Vaterland; Schiller: Der Neffe als Onkel (or equivalent).

Third Year—Joynes-Wesselhoeft, German Grammar; Syntax; Heine, Harzreise; Lessing, Minna von Barnhelm (or equivalents).

Fourth Year—Joynes-Wesselhoeft: Grammar; Syntax and Prose Composition. Freytag: Die Journalisten; Goethe: Sesenheim; Schiller: Wilhelm Tell.

Music

MISS CHELIAN A. PIXLEY, *Director*

The same plan is followed in the study of piano playing as that pursued with reference to other work. Thoroughness is the watchword. Not only is playing ability desired, and given the first consideration, but the broader understanding of Music as a subject for study is entered into. The course of study is governed largely by the Virgil method, the educational principles of which are recognized throughout the progressive musical world today as the basis of artistic playing. Beginners make rapid and safe progress, because, with the aid of the practice clavier, the contrast is plainly understood between right and wrong conditions and motions.



2000-2000

The tuition for private lessons to resident pupils, and to non-resident pupils wishing to take the full course, includes classes in technique, time beating, and ear training. With these subjects given their own necessary amount of time in classes, the entire private lesson may be devoted to the musical side of playing. Among the advantages of class-work are: A quicker conception and greater interest aroused by competition and by seeing the work of others, and a gain in confidence acquired by playing before others. Frequent student recitals will furnish added opportunity for discipline along these lines.

FASSIFERN

TWENTY-ONE

Music Course

To enter first-year class, applicant must be able to play correctly all major scales in sixteenth notes, quarter note—80 M. M.; all harmonic minor scales to quarter notes—72 M. M.; major common chord arpeggios in sixteenth notes, quarter note—60 M. M.; exercises in wrist action and the different touches; a study equivalent to Duvernoy, opus 120; and a piece of easy third grade.

To enter second-year class, applicant must be able to play all harmonic minor scales in sixteenth notes, quarter note—100 M. M.; all minor common chord and six dominant seventh chord arpeggios in sixteenth notes, quarter note—72 M. M.; a scale in octaves in sixteenth notes, quarter note—52 M. M.; a study equivalent to Czerny, op. 636; a third-grade piece.

To enter third-year class, applicant must be able to play legato and staccato chords in eighth notes, quarter note—84 M. M.; octave scale in sixteenth notes, quarter note—66 M. M., and easy octave study; melodic minor scales in sixteenth notes, quarter note—116 M. M.; arpeggios, chords of the seventh, hands together in sixteenth notes, quarter note—92 M. M.; a study equivalent to Czerny, op. 299; advanced third-grade or easy fourth-grade pieces. Advanced second-grade pieces learned without assistance.

FASSIFERN

TWENTY-TWO

To enter fourth class, applicant must play all major and minor scales, hands together in sixteenths, quarter note—132 M. M.; all major, minor, and seventh chord arpeggios, hands together, in sixteenths, quarter note—116 M. M.; one major and one minor scale in contrary motions, sixths, thirds, and tenths, in sixteenth notes, quarter note—100 M. M.; one scale in double thirds, in sixteenths, quarter note—66 M. M.; one scale in double sixths, in eighth notes, quarter note—80 M. M.; six scales in octaves, in sixteenths, quarter note—72 M. M.; Cramer etudes; octave etude; advanced fourth-grade pieces, modern and classical. Third-grade pieces learned without assistance.

To receive a Certificate, applicant must have acquired a velocity of sixteenth notes, quarter note—144 M. M., in scale and arpeggio passages: octaves, double thirds, and double sixths in sixteenths, quarter note—80; and be able to play from memory a recital program of classical and modern numbers of advanced fourth-grade difficulty.

Compositions selected throughout the course according to the Faelton grading. Students who contemplate teaching will be prepared for examination in the Virgil Method without attending the New York School.

Art Course

The object of this course is to give a good foundation in Art education. After that, the advancement depends upon the ability of the student.

The course includes lessons in drawing, painting, arts and crafts, and china painting.

DRAWING AND PAINTING—Lessons in drawing include drawing in pencil, crayola, and charcoal, from still life and casts. Freehand perspective and light and shade are emphasized before color is approached. Painting in watercolor and oils is not taken up until a student shows proficiency in drawing. Sketching from draped life is had once a week, and in favorable weather the students do outdoor sketching.

DESIGN—The course in design includes the study of the principles of decorative design, color harmony, and historic ornament, and the study of plants and flowers from nature for application in original designs. Examples of the best color, such as Japanese prints, and reproductions of masterpieces in black and white, are copied to aid in the appreciation of color and good composition.

FASSIFERN

TWENTY-THREE

ARTS AND CRAFTS—In connection with the course in design, a craft, either metal or leather work, may be taken. Students take much interest in making poster announcements for the various school entertainments; and in a competition for a FASSIFERN bookplate many original designs were brought forth. The prize, offered by Miss Shipp, was won by Miss Virginia Ticknor.

Concerts and Lectures

In order that students may derive benefit from hearing music and lectures, it is the aim of the school to engage public speakers and professional musicians of reputation, at intervals during the school year. Students have been given the opportunity of going to Charlotte for unusual events of this kind, such as recitals by world-famous artists; and a few members of the school have attended the Spartanburg Music Festival. Henceforth, it will be possible for many more to take advantage of the Festival, since the railway connection with Spartanburg is so good. In addition, a course of concerts and lectures is arranged for the benefit and entertainment of students. Lecturers, pianists, vocalists, and musicians doing concert work have visited the school. Attendance of pupils is required.

Since the opening of the Course, the following entertainments have been given:

RECITALS—Mr. Edward Baxter Perry, pianist, three; Mr. A. O. Bauer, two; Mr. Alfred Calzin, pianist; Mr. Dan Jones, pianist; Mr. Horatio Connell, baritone; Mr. Ellison Van Hoose, tenor; Mme. Nina Dimitrieff, soprano; Mme. Berthe Orndoff, soprano; Mme. Dorothea North,

FASSIFERN

TWENTY-FOUR

soprano; Miss Charlotte Kendall Hull, violinist, two; Master Winston Wilkinson, violinist; Miss Smith, Queens College, violinist; Trio Concert—piano, violin, and cello—by Miss Pixley, Miss von Gilluwe, and Mr. Stirewalt; Zaellner String Quartet, three; Mme. Jenny Dufan, soprano.

LECTURES—Prof. Collier Cobb, University of North Carolina, two; Mr. Charles McKesson, two; Dr. Delia Dixon Carroll, Raleigh; Dr. Annie Moore, New York.

Honors

HONOR ROLL—Each month there is posted the list of such students as have been honorably mentioned in the weekly report of studies. At the end of the year, those whose names have appeared on every month's honor roll are entitled to a place on the honor roll for the year.

Students who take the highest mark in class have their names marked with a star on the quarterly reports. Those who have had as many as three stars on every report, are placed on the year's Star Roll.

A place on either roll may be lost by non-attendance upon classes, whether from sickness or other causes.

Two tuition scholarships have been given annually by the principals: The William Ewen Shipp Scholarship, and the R. S. Reinhardt scholarship. The recipients of both must be students of FASSIFERN, who for one year, at least, have taken high stands in both scholarship and deportment.

Converse College has given, in 1915, a scholarship in Music, and one in the literary course, each for three years.

Health and Exercise

Every care is taken to prevent illness, and keep pupils vigorous and healthy. The climate is a great factor, and plenty of outdoor exercise is required. As the school has large grounds,

and is, moreover, on the outskirts of the town, there is ample opportunity for walks and out-of-door sports. These are under the supervision of teachers.

FASSIFERN

TWENTY-FIVE

Regular lessons in physical culture supplement these exercises. In spring and early autumn, the lessons are given out-of-doors.

Mrs. McBee has the health of the girls under her especial supervision, and mothers are asked to write her if there is any particular care to be taken.

There are a number of good physicians in the town, any of whom may be consulted. When no choice is indicated, the family physician is called in.

There is no school medical fee, and physicians' bills are sent direct to patrons.

There is a large and comfortable infirmary, and in any ordinary illness the pupils are cared for by the graduate nurse in charge; but should an occasion arise when the physician thinks a special nurse necessary, she will be employed at the expense of the patient. Each applicant for admission to the school must present a physician's certificate as to her general health, and a separate statement from a specialist if she has had trouble with her eyes, ears, or throat. If a student is expected to continue a course of treatment begun under her family physician, both courtesy and common-sense require that an explanation of this treatment, and the reason for it, should be made to those who have charge of the well-being of the pupils. Necessary dental work should receive attention before pupils leave home.

The school has its own cows, carefully fed and watched, and the milk is good and abundant.

Particular attention is paid to the care of the eyes. The lighting system is of the best, and the lights are carefully placed. The study-hall desks are movable, and are so arranged that the students are subjected to neither strain nor glare.



SENIOR SITTING - ROOM

Recreation

FASSIFERN

TWENTY-SEVEN

The school is not a sanatorium, and a girl with tubercular troubles, or with any mental or serious physical defects, will not be admitted.

The students depend for pleasure and recreation largely upon out-of-door games and sports. There is a tennis court, and basket-ball grounds. In spring and fall, the pupils are taken for long drives, or for excursions to some particularly attractive spot where they may have afternoon tea or a picnic luncheon. Those who have permission from home are allowed to ride, when accompanied by a teacher and by an expert horseman who gives riding lessons. Girls may not use the side saddle, and a simple habit is necessary.

Those who care for it may dance every evening.

The school is still young, but there is the nucleus of a good library, and each year books are added.

It is not desirable for students to bring reading matter, other than such as may bear upon their studies, and if books are brought they must be turned over to members of the faculty for inspection.

Conduct

Since the interests of all pupils must be considered, a girl who exercises a harmful influence upon her companions, or whose general demeanor shows that she has no intention of obeying the rules of the household, cannot be allowed to remain in the school.

Dress

The dress of all pupils must be characterized by simplicity and regard for health. White or wash dresses may not be worn after November 1, until permission is given in the Spring. For winter wear, a student must have the following: For church and street: a coat suit, suitable hat, and gloves; for school: two wool dresses of serviceable color; for afternoons and evenings: two dresses of lighter color and texture: a heavy coat, hat, and gloves for everyday use; high necked underwear—not necessarily wool; high shoes. Jewels of value must not be brought to the school.

Visits and Absences

Parents are earnestly requested to see that their children are on hand promptly at the opening of school, and after the holiday absence.

Students are expected the day on which school is advertised to open; *not before*. They will be met at the station by one of the faculty.

After the holidays, parents will kindly notify the principal by what train to expect returning pupils, and also explain any delay in returning. The only regular holidays are from Christmas to January 25, 1916. Students may not remain in the school during the Christmas vacation.

The principal recognizes the power of parents to keep their children out of school, and thinks it unwise to make a cast-iron law with regard to such action; yet she earnestly desires parents and guardians to avoid asking for holidays not given to the whole school. They cause a girl to fall behind in her work, distract her attention, and in almost every instance are followed by irritability of temper, often dignified by the name of *homesickness*, further interfering with the regular routine. It is understood that young people need diversion, and the attempt is made to give them all the variety possible in the way of recreation, yet it is supposed they are placed in

a boarding-school primarily to escape from the unavoidable distractions occurring in the average home life. Time lost from school work must be made up, and except in the case of illness a charge for such extra work will be made at regular tutor's rates. It is too much for teachers who are doing full work, and an outside tutor will henceforth be employed for the purpose.

FASSIFERN

TWENTY-NINE

Pupils are not allowed to go home with one another during the school term. The reasons are obvious. Heads of schools may know reasons why these visits are very undesirable, and yet find it embarrassing to decline to grant the privilege. Girls are not allowed to visit anyone in town with whom the principal is not acquainted, nor are they permitted to spend the night away from the school, unless in the immediate care of parent or guardian.

Letters, Telegrams, Telephone Messages, and Express Parcels

Letters and all mail must pass through the hands of one of the principals. After students arrive, they will be asked to submit a list of correspondents, which will be forwarded to parents for approval. The principal reserves the right to strike off this list, at any time, the names of persons who prove themselves objectionable.

Telegrams must be addressed to the principal. Pupils may not answer the telephone; so parents are requested to call up the principal in the event that a long distance message is necessary.

All express charges must be *prepaid*, and parcels must be opened in the presence of a teacher. Parents will understand that this supervision is best, as it prevents the reception of undesirable packages.

Boxes

Boxes of eatables may not be received, *nor brought* by students. All schools have the same trouble with cases of illness following the reception of boxes. The food furnished by the school is the best the market affords, and those who have charge of the health of the girls are sorely hampered by the injudicious and promiscuous sending of eatables from outside. Fruit, candy, and nuts, in reasonable quantities, may be received, but *nothing else*. No exception is made in the case of birthdays and holidays, nor for any particular student.

Spending Money

It is earnestly requested that parents arrange a definite allowance of pocket money, and require their daughters to keep within this limit. No money is advanced to students, and they may not have bills in town.

List of Articles Required

Bible, umbrella, overshoes, dressing wrapper, two laundry bags, hot-water bag, gymnastic suit, all toilet articles, a small cup, a teaspoon, two pairs of blankets, three pairs of sheets and two white spreads for *single* bed, three pillow cases for pillows of medium size, eight towels, three bath towels, eight table napkins, napkin ring, and workbag or -basket, furnished with needles, thread, thimble, and scissors. All articles must be plainly marked with the owner's name, and each girl should have an exact list of all she brings.

Girls who wear glasses are asked to bring two pairs, to avoid loss of time in case of accident.

Expenses for School Year of Nine Months

F ASSIFERN

THIRTY-ONE

Board; Tuition in English Branches, Latin, and two Modern Languages; Laundry; Infirmary, Concert, and Library Fees; Chorus Singing	\$ 365.00
For single room	\$15.00 extra
Piano Lessons, under Director	\$ 60.00
Piano Lessons, under Assistant	50.00
Voice Lessons	50.00
Lessons in Drawing and Painting	40.00
Use of Piano for Practice, per hour, daily	5.00

There are no other dues or fees.

Damage done to rooms or furniture will be repaired immediately, at the expense of the pupil.

Books and stationery are furnished at dealers' prices, and charged on the quarterly bill.

A deduction of \$25.00 is made in the charges for the year when two or more boarding pupils enter from the same family.

All bills are payable *quarterly in advance*. A deposit of five dollars is required of all pupils at the time of filing application, as a guarantee for holding the place. The right is reserved to vacate the place of any pupil whose bill is not settled within a month.

No pupil, whose bills for the previous year remain unsettled, will be entered for a new term, nor will she be given a certificate of admission to another school.



DRAWING - ROOM

Graduates in Full Course, 1915

FASSIFERN

THIRTY-THREE

Katharine Taylor Manning Valedictorian

Lucy Atkinson Murchison Salutatorian

Eleanor Louise McLoud

Mary B. Crowell

Charlotte Cranford

Sarah Mitchell Jenkins

Certificate Music Students

Kate Caldwell Doty

Elizabeth Bierne Macfarland Heyward

Certificate Students in English and Modern Language Course

Mary Cowan Rees

Alice Morgan Person

Graduate Students of Fassifern

Annie Pegram Oates, 1913

Jennie Johnston Saine, 1914

Yearly Honor Roll

(See page 24)

On list A are the names of students who have been on each weekly honor roll throughout the year; on list B, those who have been on this roll every week except one.

A

Anna Locke Ingram
Lucy Murchison
Lucy Parham
Jessie Jenkins
Dolores Holt
Helen Johnston
Margaret Engelhard

B

Mary Ruffin
Elise Atkinson
Eleanor McLoud
Amanda Parsley
Margaret Shaw

Yearly Star Roll

Students who have had three stars or more on every report throughout the year.

The leader is indicated by**

Anna Locke Ingram**
Jessie Jenkins
Lucy Murchison

Margaret Engelhard
Lucy Parham
Gray Bradshaw

Quarterly Honor Roll, in Order of Standing

FASSIFERN

THIRTY-FIVE

First Quarter

Anna Locke Ingram
 { Lucy Murchison
 { Mary Ruffin
 Eleanor McCloud
 Dorothy Marvin
 { Jessie Jenkins
 { Lucy Parham
 Margaret Shaw
 { Mary B. Crowell
 { Edith Jenkins
 { Margaret Engelhard
 { Helen Johnston
 { Jennie Saine
 Laura Thompson
 Dolores Holt
 { Frances Merriman
 { Alice Person
 { Virginia Ticknor

Second Quarter

Anna Locke Ingram
 Edith Jenkins
 Jessie Jenkins
 Lucy Parham
 Lucy Murchison
 Dolores Holt
 Elizabeth Merriman
 { Helen Johnston
 { Gray Bradshaw
 { Virginia Ticknor
 { Margaret Shaw
 Eleanor McCloud
 Margaret Engelhard
 Laura Thompson
 Elise Atkinson
 Amanda Parsley
 Janie Evers
 Charlotte Hanesly

Third Quarter

Anna Locke Ingram
 Lucy Murchison
 Lucy Parham
 Mary Ruffin
 Gray Bradshaw
 Katharine Manning
 Dolores Holt
 Jacque Smith
 Jessie Jenkins
 Helen Johnston
 Dorothy Marvin
 { Gladys Reid
 { Virginia Ticknor
 Sallie Lou Packard
 Elizabeth Pendleton
 Margaret Engelhard
 { Elise Atkinson
 { Amanda Parsley
 Margaret Shaw

Fourth Quarter

Jessie Jenkins
 { Lucy Murchison
 { Katharine Manning
 Lucy Parham
 Anna Locke Ingram
 Elise Atkinson
 Dolores Holt
 Mary Ruffin
 Gray Bradshaw
 Sallie Lou Packard
 Elizabeth Pendleton
 Margaret Justice
 Helen Johnston
 Margaret Engelhard
 Elizabeth Coleman
 { Eleanor McCloud
 { Amanda Parsley
 Kate Doty
 Corinna Moore
 Frances Merriman
 { Mary Kemper
 { Helen Meares



FROM PIAZZA—LOOKING NORTH

Students, 1914-'15

FASSIFERN

THIRTY-SEVEN

Atkinson, Alice.....	Richmond, Va.	Gover, Gladys.....	Hendersonville, N. C.
Atkinson, Elise.....	Richmond, Va.	Green, Carrie Lee.....	Hendersonville, N. C.
Bailey, Margaret.....	Hendersonville, N. C.	Hambley, Charlotte.....	Salisbury, N. C.
Bethune, Marion.....	Aberdeen, N. C.	Heyward, Betty.....	Rion, S. C.
Blake, Ethel	Hendersonville, N. C.	Heyward, Lille.....	Rion, S. C.
Bly, Linda	Hendersonville, N. C.	Hines, Marion.....	Rocky Mount, N. C.
Borden, Virginia.....	Goldsboro, N. C.	Hodges, Louise.....	Hendersonville, N. C.
Bradshaw, Gray.....	Greensboro, N. C.	Holt, Dolores.....	Wilmington, N. C.
Bryan, Lucile.....	Hendersonville, N. C.	Holt, Mamie.....	Fayetteville, N. C.
Cranford, Charlotte.....	Davidson, N. C.	Hough, Caroline.....	Jacksonville, Fla.
Child, Bessie.....	Hendersonville, N. C.	Ingram, Anna Locke.....	Wadesboro, N. C.
Child, Helen.....	Hendersonville, N. C.	Jenkins, Sarah.....	Charlotte, N. C.
Cothran, Emma.....	Greenwood, N. C.	Jenkins, Jessie.....	Caroleen, N. C.
Coleman, Elizabeth.....	Winston-Salem, N. C.	Jenkins, Edith.....	Caroleen, N. C.
Coleman, Mary.....	Winston-Salem, N. C.	Johnston, Mary Bolling.....	Florence, S. C.
Couper, Constance.....	Spartanburg, S. C.	Johnston, Helen.....	Florence, S. C.
Crowell, Mary B.....	Lincolnton, N. C.	Justice, Margaret.....	Arden, N. C.
Dameron, Mary.....	Shelby, N. C.	Justus, Margaret.....	Hendersonville, N. C.
Doty, Kate.....	Winnsboro, S. C.	Kemper, Mary.....	Pond, Miss.
Ewers, Janie.....	Shelby, N. C.	Lance, Azalie.....	Arden, N. C.
Engelhard, Margaret.....	Louisville, Ky.	Lance, Marie.....	Arden, N. C.
Faison, Elizabeth.....	Jersey City, N. J.	Ledford, Margaret.....	Hendersonville, N. C.
Ficker, Elsie.....	Hendersonville, N. C.	Lindsay, Ella.....	Spartanburg, S. C.

FASSIFERN**THIRTY-EIGHT**

Lott, Cora.....Hendersonville, N. C.
Manning, Katharine.....Wilmington, N. C.
Martin, Frank.....Hickory, N. C.
Marvin, Dorothy.....Portsmouth, N. H.
Maurer, Margaret.....Bennettsville, S. C.
Meares, Helen.....Asheville, N. C.
Merriman, Elizabeth.....Asheville, N. C.
Merriman, Frances.....Hendersonville, N. C.
McLeod, Eleanor.....Asheville, N. C.
McCurdy, Alice.....Hendersonville, N. C.
Morrow, Willie.....Hendersonville, N. C.
Morisey, Hattie May.....Goldsboro, N. C.
Moore, Edith.....Asheville, N. C.
Moore, Corinna.....Charlotte, N. C.
Murchison, Lucy.....Wilmington, N. C.
Norvell, Mary.....Murphy, N. C.
Oates, Annie.....Hendersonville, N. C.
Packard, Sallie Lou.....Cliffside, N. C.
Parsley, Amanda.....Wilmington, N. C.
Parham, Lucy.....Henderson, N. C.

Person, Alice.....Charlotte, N. C.
Pendleton, Elizabeth.....Spartanburg, S. C.
Potts, Charlie.....Hendersonville, N. C.
Rees, Mary.....Lincolnton, N. C.
Reid, Gladys.....Hickory, N. C.
Rodman, Hannah.....Norfolk, Va.
Ruffin, Jane.....Mayodan, N. C.
Ruffin, Mary.....Mayodan, N. C.
Smith, Jacque.....Wilson, N. C.
Smith, Ruth.....Hendersonville, N. C.
Screven, May Bond.....Savannah, Ga.
Saine, Jennie.....Lincolnton, N. C.
Shaw, Margaret.....Vevay, Ind.
Tennent, Eugenia.....Naples, N. C.
Ticknor, Virginia.....Great Barrington, Mass.
Thompson, Laura.....Greensboro, N. C.
Whaley, Evelyn.....Lumberton, N. C.
Wetmur, Irene.....Hendersonville, N. C.
Williams, Eleanor.....Williams, N. C.

Voice Students

Crowell, M. B.
Doty, K.
Ficker, E.

Holt, D.
Hough, C.
Jones, S.

Oates, A.
Smith, J.
Smith, R.

Williams, E.
Wetmur, Z.

FASSIFERN

THIRTY-NINE

Piano Students

Atkinson, E.
Bailey, M.
Bethune, M.
Blake, E.
Borden, V.
Bradshaw, G.
Doty, K.
Ewers, J.
Gover, G.
Hambley, C.
Heyward, B.
Hines, M.
Hodges, L.

Holt, D.
Holt, M.
Hough, C.
Ingram, A. L.
Jenkins, E.
Jenkins, S.
Johnson, E.
Johnson, L.
Johnston, H.
Justice, M.
Lindsay, E.
Lott, C.
Manning, K.

Maurer, M.
McCurdy, A.
Meares, H.
Morisey, H. M.
Morrow, W.
Murchison, L.
Nowell, M.
Oates, A.
Packard, S. L.
Parham, L.
Parsley, A.
Person, A.

Reid, G.
Ruffin, M.
Saine, J.
Screven, M. B.
Shaw, M.
Smith, J.
Smith, R.
Stearns, H.
Thompson, L.
Ticknor, V.
Williams, E.

Art Pupils

Atkinson, Alice
Bly, Linda
Couper, Constance
Cothran, Emma
Dameron, Mary

Ewers, Janie
Gover, Gladys
Graham, Evelyn
Heyward, Lille
Lott, Cora

Martin, Frank
Rees, Mary
Rodman, Hannah
Ruffin, Jane
Savage (Mrs.), Louise

Shipp, Cameron
Smith, Ruth
Ticknor, Virginia
Wetmur, Irene
Wilcox, Reginald

Hassifern School

Application for Admission

I hereby request that a place be reserved for my.....
for the school year beginning....., and I
enclose my check for five dollars entrance fee, to be credited on the first bill
for tuition, but forfeited if the pupil is withdrawn.

I promise to conform to the regulations of the school, and agree, if this
application is accepted, that my.....shall be punctual in
attendance.

In enrolling my..... for the whole school year, I
promise to pay for the tuition, board, etc., of the entire year, according to the
published terms and regulations of the catalog, on pages 5 and 31.

Signed.....

Business address

Home address

Full name of candidate

Date of last birthday, and age thereat

Financial references (two)

Social references (two)

Name of School last attended

Name of clergyman, and the church attended

State fully condition of health at time of application.....

Name of family physician

Music? }
Art? }

List of studies completed, taken from the schedule for Academic Course.....

16

1916



FRONT VIEW—FASSIFERN

FASSIFERN

A HOME SCHOOL FOR GIRLS

1916

ACCREDITED

BY THE

ASSOCIATION OF SOUTHERN COLLEGES

BY THE

UNIVERSITY OF NORTH CAROLINA

BY

SMITH AND WELLESLEY COLLEGES, MASS.,

AND BY

GOUCHER, MD., LAKE ERIE, OHIO

HENDERSONVILLE

NORTH CAROLINA

Calendar for 1916-'17

1916

- September 26, Tuesday.....Boarding pupils received.
September 27.....Students registered and classified. Day
pupils report.
October 1, Sunday.....Opening services, and sermon for Fassifern
students, St. James's Church.
November 24.....First quarter ends.
December 15—January 2....Christmas recess.

1917

- January 2, Tuesday.....All students report by 7.00 P. M.
January 3, Wednesday.....Regular school work begins.
February 2.....Second quarter ends.
April 6.....Third quarter ends.
June 3.....Commencement sermon.
June 8.....School Closes.

The only recess is at Christmas.

Faculty

MISS KATE C. SHIPP

MRS. ANNA C. McBEE

Principals

MISS CAROLINE A. HOOPER, Assistant Principal

Academic Department

MISS KATE C. SHIPP Mathematics
(Teacher's Diploma, Cambridge University, England)

MISS CAROLINE A. HOOPER English, History, Geography
(Head of Academic Department, Shorter College, 1906-'09; Assistant Principal All Saints' School, Sioux Falls, S. D., 1912-'13; Fassifern, 1913-'15)

MISS HELEN HERSPERGER Latin, Advanced English
(A. B. Vassar, 1909; Teacher. English and History, St. Margaret's Hall, Boise, Idaho, 1909-'11; Latin, All Saints' School, Sioux Falls, S. D., 1911-'15; Latin, Fassifern, 1915-'16)

MISS ARLENA KELTON German, Science, Athletics
(A. B. Smith College; Teacher, The Hill School, Augusta, Ga., 1912-'15; Fassifern, 1915-'16)

MRS. LUCIAN WALKER Intermediate Department
(Teacher St. Mary's, Raleigh, N. C.; Presbyterian College, Charlotte, N. C.; Virginia College, Roanoke, Va., 1915-'16)

MR. WILLIAM GASPARD de COLIGNEY French and Spanish
(B. L., University of France College, Charlemagne, Paris; B. A., Central University of Toledo, Spain; Teacher of French and Spanish, Technical High School, Springfield, Mass, 1901-'07; Spanish, Mount Holyoke College, 1903-'05; French, Spanish, History, Mayagüez High School, Porto Rico, 1907-'10; Principal of that school, 1908-'10; Isadore Newman School, New Orleans, 1911-'13; Fassifern, 1915-'16)

Music Department

MISS CHELIAN A PIXLEY Director
(Pupil of E. C. Schutt, New York; of Moszkowski, Paris; of Burmeister, Berlin; Certificate Virgil Piano School, New York)

Art Department

MISS MAUDE CHAMBERS Director
(Certificate Colarossi Académie, Paris; Student of Julien Académie, Paris, and of Art Students' League, N. Y.; in classes of Wm. Chase, Edward Duffner, E. M. Chase, Thos. Fogarty, and W. E. Leigh; Pupil of Morrisett Caro del Voille, and Castaluchio; Teacher, Asheville School for Girls, 1914-'15; Fassifern, 1915-'16)

Home Economics Department

MISS M. H. SAMPSON Domestic Art
(Certificate from College of Preceptors, London, England)

To be supplied Domestic Science

MISS M. H. SAMPSON Supervisor of Health of Students



FROM FRONT—LOOKING EAST

Foreword

FASSIFERN

FIVE

Those who contemplate entering students at FASSIFERN are asked to examine carefully the following pages, in order that there may be no misapprehension as to their obligations and those of the school.

FASSIFERN lays no claim to the much-abused title of college. Its aim is to prepare students for the true colleges of high grade, and to give those not intending to enter college such thorough training as will fit them for the ordinary occupations of life, enable them to be self-supporting, if necessary, and help them to become lovers of the best in literature, music, and art.

While the object is thoroughness in all things, the school does not guarantee to overcome in one year, or in two, the defects resulting from previous years of poor work.

The school makes a specialty of individual work. All classes are small, and especial care is taken to discover the needs of each girl along the lines of mental and physical training. The principal is so fortunate as to have been able to make a personal inspection of many of the best schools in this country and in England, and has tried to adopt what seemed best in courses of study and discipline. Her belief that there was in North Carolina a demand for a small private school, located in a healthful and quiet place, giving girls more home life than is possible in a large school, has been amply justified by the steady growth of the school, the patrons of which are people who value refinement and culture.

No student will be entered for less than one school year, or the entire part of the year remaining after entrance. The enrollment of a pupil's name on the books of the school renders the parent or guardian responsible, and is considered a contract which ensures her remaining until the close of the year.

The number of students is limited, and there have always been more applicants than the school could accommodate; therefore it is necessary that a place once taken should be kept. By the withdrawal of a pupil, a vacancy is made which another might have filled. Her absence does not diminish the expenses of the school, for her teachers and all employees are paid to the end of the year, and every provision

FASSIFERN

SIX

is made for her as though she were present. *No deduction, therefore, will be made in bills for occasional absences, for absence during the first four weeks, or for premature withdrawal,* except in case of serious and prolonged illness, when the loss will be shared equally by school and patron.

When an application for admission is made by persons unknown to the principal, business and social references must be mentioned.

Parents and friends of the students are very cordially welcomed, and the principal can recommend very desirable boarding-houses to those who wish to remain more than a day. With the limited space at command, and the numberless duties devolving upon the heads of the school, it is impossible to have guests during the term.

Members of the faculty can, if requested, meet students at Biltmore, N. C., or Spartanburg, S. C.

The principal feels that she is consulting the best interests of all concerned, in eliminating all holidays except that at Christmas. Many schools give a holiday of several days at Thanksgiving, another of two weeks at Christmas, and a third of ten days or two weeks in spring. It has seemed best to put the full school work into the months when the weather is best. The invigorating climate of Hendersonville renders it possible to begin the school term early, thus giving students the benefit of the delightful and beautiful autumn; while the equally charming spring months render it possible and profitable to continue study through the first week of June without the languor that accompanies mental exertion at a lower altitude. Students spend many hours of study out of doors, both in spring and autumn, and in winter they are required to spend part of each fair day in open air exercise.

History and Purpose of the School

FASSIFERN

SEVEN

FASSIFERN was opened in October, 1907, in Lincolnton, N. C. The number boarding pupils was limited to fifteen, and within a month after opening day the limit had been reached.

The number of students has steadily increased, and larger buildings were soon necessary. In October, 1914, the school was opened in Hendersonville, with sixty boarding pupils.

Religious Training

School opens and closes every day with prayer; and on Sundays the pupils must attend church. When arrangements can be made for a teacher or competent chaperone to accompany them, students are allowed to attend the churches in which they have been reared, if parents and guardians indicate their wishes in the matter. Otherwise, they go with the family to the Episcopal Church.

The students are organized into one general Missionary Society, meeting monthly, when papers are read on the work in the domestic or foreign field. The dues are divided equally among the denominations represented, and each group has its own officers and its special work. The Episcopal girls form a branch of the Junior Auxiliary.

In the regular course of study, instruction in the Bible is provided for all, and each must attend the Sunday afternoon Bible Class.

Those who are Episcopalians are instructed in the Catechism, Prayer Book, and Church History, as well as in the Bible. In addition to the instruction given by the school, the rector of St. James' Church holds weekly Bible classes for the students of his congregation, with afternoon service for the whole school.

The atmosphere of the school is that of a normal Christian home, where personal care is given each child.



FROM PIAZZA—LOOKING NORTH

Situation—School and Town

FASSIFERN

NINE

Fassifern

From a grove of oak and chestnut, covering the crest of a splendid rise of ground, FASSIFERN SCHOOL looks down over a broad slope of many acres, falling away north and east to rows of stately white pines marking the boundaries of the property. While actually only a ten-minutes' walk from the railway station and the shopping and hotel section of the town, the wide sweep of the grounds and the commanding height of the hill crest render the property remote even from the adjacent avenues, the impression being deepened by the densely-wooded hills lying to the south, which block off the view toward the town, and give small suggestion of the many bungalow homes on their sides.

The school buildings themselves are of Colonial type, planned and erected with a generous disregard of ground space and timber prices. Only two stories in height, the first floor of the main building is surrounded by a gallery eighteen feet wide, from which the main entrance looks out under a wide porte cochere upon a stone-walled terrace, giving a splendid view of the whole forward sweep of the hill. Inside, the entire first floor is devoted to the faculty and reception-rooms, and the library, dining-hall, and kitchens, with the necessary store-rooms and linen closets; while the second floor is given up to dormitories, and to an infirmary which is well-equipped in spite of the fact that the climate of Hendersonville seems almost to justify the omission of this feature. From the front center of the building rises a heavy square tower, commanding a view of the entire estate.

To the left, and slightly to the rear, stands another building of similar architecture and almost equal size, the two being connected by a covered passageway. In the second building—Cameron Hall—the second story provides an ample number of well-lighted and comfortable bed-rooms, while on the ground floor are located the class-rooms and the school auditorium, as well as a number of sound-proof practice-rooms. The basement walls rise well above the ground level, giving space for the windows of



IN OR NEAR HENDERSONVILLE

prismatic glass, which supply sunshine and fresh air to the gymnasium, and for indoor games when bad weather prevents the use of the school athletic field. The usefulness of the gymnasium is increased by excellent shower-bath equipment, and the basement also houses the big steam-heating plant, which the altitude of Hendersonville makes essential to comfort. In the gymnasium, as well as in every other part of the buildings, the plumbing system is of the open type, modern and sanitary to a degree. All in all, the buildings are worthy of the estate on which they stand; comfort, dignity, and beauty each playing a part in aiding to accomplish the purpose for which the school is conducted.

FASSIFERN

ELEVEN

A matter of interest and importance to patrons of FASSIFERN is the "condemnation proceedings" now under way, by which six thousand acres of land on the topmost peak of Pinnacle Mountain will shortly be converted into a watershed reserve for Hendersonville—perpetually guarded against all human habitation, and furnishing through the simple medium of a ten-mile gravity line a limitless supply of sparkling freestone water, absolutely protected from all contamination. The present water supply is excellent, but rapidly becoming inadequate for the growing needs of the town.

In spite of being high up "on top of the world," Hendersonville is remarkably easy of access. Spartanburg is only two hours away, Asheville one, Salisbury six, and Morristown, Tenn., five.

Hendersonville

Hendersonville, the capital of Henderson County, is the junction point of the Asheville-Columbia Division of the Southern Railway and the Transylvania Railroad between Asheville and Toxaway. It is twenty miles from Asheville, and forty-eight miles from Spartanburg, S. C.

It is conveniently reached from all points, by trains of the Southern, carrying parlor and sleeping cars from the principal cities of North and South, and making close connections at Asheville and Spartanburg with through trains over the Southern from the East and West. There are fourteen passenger trains daily.

FASSIFERN

TWELVE

Hendersonville is a substantial business and residential town, with a population of more than four thousand. Its fine climate and natural advantages make it a delightful winter home as well as a charming pleasure resort in summer. Its present prosperity is marked by its many civic improvements. Among the recent additions to the assets of the town are the Carnegie Library, Patton Memorial Hospital, High School Building, and a postoffice costing between sixty and seventy thousand dollars. The town has electric light, water and sewerage systems, telephones, paved streets and sidewalks, fire department, auditorium, several large modern hotels, two flourishing banks, two newspapers. There are the following churches—Baptist, Episcopal, Methodist, Presbyterian and Roman Catholic.

The climate of Hendersonville, the golden mean between the extremes of temperature and precipitation, affords health, recuperation, and comfort for twelve months in the year. These climatic advantages are due to latitude, altitude, and relation to nearby mountain ranges.

The latitude of Hendersonville is between thirty-five and thirty-six degrees North. From the excessive summer heat to which this latitude is ordinarily subject, Hendersonville is saved by its altitude of two thousand two hundred feet.

An altitude of two thousand two hundred feet might, under some circumstances, afford very severe winter weather. From this Hendersonville is saved by its relation to the nearby ranges of mountains. The higher peaks and ramparts of the Appalachians are to the north and west, thus standing as a barrier against the cold.

On the north and west side of these mountains, even at low altitudes, the rigors of intense cold are experienced; but this section is sheltered. The same feature is repeated on a smaller scale in the immediate vicinity of Hendersonville. The Balsam Mountains, running from southwest to northeast, afford a second shelter to a large part of Henderson County, while Jump-off Mountain, just west of Hendersonville, affords a third protection to the town itself.

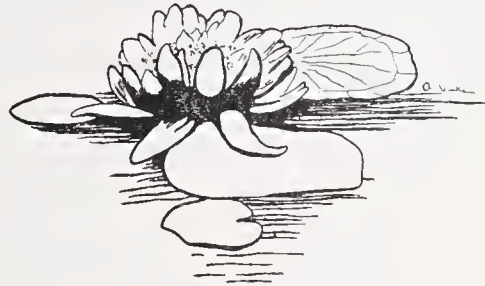
With all these elevated land masses guarding it from the severity of winter, Hendersonville is situated on a comparatively level, but well-drained plateau, affording freedom from the fogs and dampness found among the steep-banked ravines of some other mountain resorts.

A patron whose opinion is highly valued writes: "I am very glad to know Hendersonville is to have the school, for I believe it the most ideal location for a school in the South. You will have the benefits of a splendid climate, good water, and beautiful scenery."

FASSIFERN

THIRTEEN

Hendersonville is the center of good roads development in Western North Carolina; and Henderson County has nearly three hundred miles of fine sand clay roads radiating in every direction from the county seat, making all neighboring towns and surrounding country easily accessible by motor cars the year round.





SCHOOL ROOM

Course of Study

FASSIFERN

FIFTEEN

Students are not classed according to any ironclad rule. The aim of the school is to teach thoroughly whatever is undertaken, and to make up whatever deficiencies may be found.

No girl is held back by class requirements. Students are often well advanced in some branches of study, while backward in others. Here they are given such studies as they are able to take, neither being retarded by their lack of preparation or ability in one respect, nor graded beyond their powers because they have made marked progress in another.

Individual work is emphasized. Time and attention are not spared in the effort to enable students to understand thoroughly the studies undertaken. No pupil may have more than five subjects in addition to music lessons, nor more than six without music.

Especial attention is given to the younger girls in the preparation of their lessons. Their study hours are supervised by someone whose duty it is to give necessary aid and explanation, as well as to see that time is not wasted.

Classes are held in the open air when possible, and students are encouraged to study out of doors.

REQUIREMENTS FOR DIPLOMAS—A Diploma in Full course is given upon completion of the following: Fifth English, Fourth Latin, Plane Geometry, History and Science as outlined, Third French, Second German or Spanish, or five years' work in French and German, or in French and Spanish combined. This course is based upon the entrance requirements of the higher colleges.

English

PREPARATORY—Mary Hyde's Language Books, Letter Writing, Dictation, Grammar.

ACADEMIC—First Year—Carpenter's Grammar, continued; Composition, with particular attention paid to letter writing; Reading—Masterpieces of American Literature.

PASSIFERN
SIXTEEN

Second Year—Lockwood's English, with weekly reviews in Grammar; brief history of English and American literature; Essays based upon parallel reading.

Third Year—Lockwood's Rhetoric and Composition, College Entrance Requirements—I, Washington's Farewell Address; 2, Webster's Bunker Hill Oration; 3, Macaulay's Life of Johnson; 4, Milton's Minor Poems.

Fourth Year—Rhetoric and Composition, College Entrance Requirements—I, Burke's Speech on Conciliation; 2, Carlyle's Life of Burns; 3, Shakespeare's Macbeth, or its equivalent.

Fifth Year—Mason's English Grammar (advanced); Shakespeare, 2 plays; Gray's Elegy; Matthew Arnold's Essay on Gray; Selections from Wordsworth, Shelley, Keats, Tennyson; Long's English Literature—Elizabethan Age (Chapter VI), Age of Romanticism (Chapter X).

Mathematics

In the Preparatory Department, the children are taught the elements of Arithmetic, and carried through Wentworth and Smith's First Book, or its equivalent.

ACADEMIC DEPARTMENT—First Year—Arithmetic.

Second Year—Arithmetic and Algebra.

Third Year—Algebra and Plane Geometry.

Fourth Year—Solid Geometry and Trigonometry.

No student is allowed to drop the study of Arithmetic until she gives evidence of a thorough understanding of the subject; but she may keep it up in conjunction with Algebra or Geometry. The study of mathematics is not compulsory after Plane Geometry has been taken. The text-books used are: Wentworth & Smith's Complete Arithmetic, Slaughter and Lennes's Algebra, Wentworth's Geometry and Trigonometry.

History

FASSIFERN

SEVENTEEN

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junior
~~PREPARATORY DEPARTMENT—~~Easy History of the United States; Hill's North Carolina History.

~~ACADEMIC—~~First Year—English History, Montgomery.

Second Year—~~American History~~, Turpin.

Third Year—Ancient History, West. *or Modern*

Fourth Year—Medieval and Modern History, Davis; Civil Government, Fiske; Current Events.

Science

BOTANY—Advanced Class—Text-book: "Principles of Botany," Bergen and Davis, with some laboratory and field work.

INTERMEDIATE CLASSES—Talks on the higher plants, beginning with the seed, and completing the life history of the monocotyledons and dicotyledons, with some field work. Notebooks kept by class. Field work throughout year.

PHYSIOLOGY—Text-book: Martin's Human Body. Two or more lectures by leading physicians.

Text-book: Maury's Physical Geography. Excursions in neighborhood, which affords a fine field for observation.

TWO COURSES IN NATURE STUDY, for intermediate and primary grades, under the direction of Miss Kelton, without text-books.

FASSIFERN

EIGHTEEN

French

FOUR YEARS' COURSE

First Year—Fraser and Squair's French Grammar, Lessons 1 to 30; Snow and Lebon, Easy French (or equivalent).

Second Year—Grammar—Accidence continued, all verbs; Mairer, La Clef d'Or (or equivalent).

Third Year—Grammar—Syntax, with exercises thereon; Mérimée, Colomba; Sandeau, Mlle. de la Seiglière (or equivalents).

Fourth Year—Grammar—Syntax; Prose Composition; Racine, Athalie; Molière, Le Bourgeois Gentilhomme (or equivalents); Daudet,..... Practice in French Dictation is given throughout the course.

Latin

FIVE YEARS' COURSE

Beginners' Class—Thorough study of Accidence, with exercises based thereon.	}	D'Ooge: Latin for Beginners
First Year—Revision of Accidence; Syntax; Drill in Easier Constructions. Easy Translation.		

Second Year—Syntax; more difficult constructions. Caesar: Gallic War, Books I, II, III, IV.

Third Year—Prose Composition. Cicero: Five Orations.

Fourth Year—Prosody. Virgil: Books I-VI.

German

THREE YEARS' COURSE

FASSIFERN

NINETEEN

First Year—Spanhoofd: Lehrbuch der Deutschen Sprache; Grimm; Märchen.

Second Year—Spanhoofd: Lehrbuch der Deutschen Sprache; Bacon: Im Vaterland; Schiller: Der Neffe als Onkel (or equivalent).

Third Year—Joynes-Wesselhoeft, German Grammar; Syntax; Heine, Harzreise; Lessing: Minna von Barnhelm (or equivalents).

Spanish

THREE YEARS' COURSE

First Year—Monsanto and Languelher's Practical Course in Spanish, Lessons 1 to 31; Readers: Roessler, a first Spanish reader, Brausley, Spanish Reader (or equivalent); Dictation, conversation.

Second Year—Monsanto and Languellier's Practical Course in Spanish, Lessons 32 to 62; verbs, regular and irregular. Readers: Alarcon, El Niño de la Bola; Perez Galdos, Doña Perfecta (or equivalent); Dictation, conversation.

Third Year—Garner's Grammar; systematic accidence and Syntax; Umphrey's Spanish Prose Composition. Readers: Cervantes, El Cautivo; Valera, El Comendador Mendoza; Nuñez de Arces, Haz de Leña (or equivalent); Dictation, Conversation.

Spanish is the only language used in class throughout the second and third years.

An Intermediate course has been added for the benefit of students who are not sufficiently advanced in some studies for high school work. Particular attention will be paid to Arithmetic, Geography, English, Spelling and Reading.



DINING ROOM

Music

MISS CHELIAN A. PIXLEY, *Director*

FASSIFERN

TWENTY-ONE

The same plan is followed in the study of piano playing as that pursued with reference to other work. Thoroughness is the watchword. Not only is playing ability desired, and given the first consideration, but the broader understanding of Music as a subject for study is entered into. The course of study is governed largely by the Virgil method, the educational principles of which are recognized throughout the progressive musical world today as the basis of artistic playing. Beginners make rapid and safe progress, because, with the aid of the practice clavier, the contrast is plainly understood between right and wrong conditions and motions.

The tuition for private lessons to resident pupils, and to non-resident pupils wishing to take the full course, includes classes in technique, time beating, and ear training. With these subjects given their own necessary amount of time in classes, the entire private lesson may be devoted to the musical side of playing. Among the advantages of class-work are: A quicker conception and greater interest aroused by competition and by seeing the work of others, and a gain in confidence acquired by playing before others. Frequent student recitals will furnish added opportunity for discipline along these lines.

Music Course

To enter first-year class, applicant must be able to play correctly all major scales in sixteenth notes, quarter note—80 M. M.; all harmonic minor scales to quarter notes—72 M. M.; major common chord arpeggios in sixteenth notes, quarter note—60 M. M.; exercises in wrist action and the different touches; a study equivalent to Duvernoy, opus 120; and a piece of easy third grade.

To enter second-year class, applicant must be able to play all harmonic minor scales in sixteenth notes, quarter note—100 M. M.; all minor common chord and six dominant seventh chord arpeggios in sixteenth notes, quarter note—72 M. M.; a scale in octaves in sixteenth notes, quarter note—52 M. M.; a study equivalent to Czerny, op. 636; a third-grade piece.

FASSIFERN
TWENTY-TWO

To enter third-year class, applicant must be able to play legato and staccato chords in eighth note, quarter note—84 M. M.; octave scale in sixteenth notes, quarter note—66 M. M., and easy octave study; melodic minor scales in sixteenth notes, quarter note—116 M. M.; arpeggios, chords of the seventh, hands together in sixteenth notes, quarter note—92 M. M.; a study equivalent to Czerny, op. 299; advanced third-grade or easy fourth-grade pieces. Advanced second-grade pieces learned without assistance.

To enter fourth class, applicant must play all major and minor scales, hands together in sixteenths, quarter note—132 M. M.; all major, minor, and seventh chord arpeggios, hands together, in sixteenths, quarter note—116 M. M.; one major and one minor scale in contrary motions, sixths, thirds and tenths, in sixteenth notes, quarter note—100 M. M.; one scale in double thirds, in sixteenths, quarter note—66 M. M.; one scale in double sixths, in eighth notes, quarter note—80 M. M.; six scales in octaves, in sixteenths, quarter note—72 M. M.; Cramer études; octave étude; advanced fourth-grade pieces, modern and classical. Third-grade pieces learned without assistance.

To receive a Certificate, applicant must have acquired a velocity of sixteenth notes, quarter note—144 M. M., in scale and arpeggio passages: octaves, double thirds, and double sixths in sixteenths, quarter note—80; and be able to play from memory a recital program of classical and modern numbers of advanced fourth-grade difficulty.

Compositions selected throughout the course according to the Faelton grading. Students who contemplate teaching will be prepared for examination in the Virgil Method without attending the New York School.

Art Course

MISS MAUDE CHAMBERS, *Director*

The object of this course is to give a good foundation in Art education. After that, the advancement depends upon the ability of the student. 

The course includes lessons in drawing, painting, arts and crafts, and ceramics: Conventional and naturalistic china painting and lustre and enamel work.

DRAWING AND PAINTING—Lessons in drawing include drawing in pencil, crayola, pastels and charcoal, from still life and casts. Freehand perspective and light and shade are emphasized before color is approached. Painting in watercolor and oils is not taken up until a student shows proficiency in drawing. Sketching from draped life once a week, and in favorable weather the students do outdoor sketching.

DESIGN—The course in design includes the study of the principles of decorative design, color harmony, and historic ornament, and the study of plants and flowers from nature for application in original designs. Examples of the best color, such as Japanese prints, and reproductions of masterpieces in black and white, are copied to aid in the appreciation of color and good composition.

ARTS AND CRAFTS—In connection with the course in design, a craft, either metal or leather work, may be taken. Students take much interest in making poster announcements for the various school entertainments; and in a competition for a FASSIFERN bookplate many original designs were brought forth. Courses are given in Art History and Art Literature.

FASSIFERN
TWENTY-THREE

Home Economics Department

DOMESTIC SCIENCE—Cooking: Principles of cooking; care of food in the house; methods of preservation; household sanitation, etc.

DOMESTIC ART—Sewing: Simple and necessary stitches, hemming, gathering, etc.; decoration, simple and attractive, designed and applied by students making use of simple and decorative stitches; machine work; cutting and making of undergarments; study of commercial patterns, etc.; care and repair of clothing, etc.

Concerts and Lectures

In order that students may derive benefit from hearing music and lectures, it is the aim of the school to engage public speakers and professional musicians of reputation, at intervals during the school year. Students have been given the opportunity of going to Charlotte for unusual events of this kind,

FASSIFERN
TWENTY-FOUR

such as recitals by world-famous artists; and several members of the school have each year attended the Spartanburg Music Festival. Henceforth, it will be possible for many more to take advantage of Festival, since the railway connection with Spartanburg is so good. In addition, a course of concerts and lectures is arranged for the benefit and entertainment of students. Lecturers, pianists, vocalists, and musicians doing concert work have visited the school. Attendance of pupils is required.

Since the opening of the Course, the following entertainments have been given:

RECITALS—Mr. Edward Baxter Perry, pianist, three; Mr. A. O. Bauer, two; Mr. Alfred Calzin, pianist; Mr. Dan Jones, pianist; Mr. Horatio Connell, baritone; Mr. Ellison Van Hoose, tenor; Mme. Nina Dimitrieff, soprano; Mmc. Berthe Orndoff, soprano; Mme. Dorothea North, soprano; Miss Charlotte Kendall Hull, violinist, two; Master Winston Wilkinson, violinist; Miss Smith, Queens College, violinist; Trio Concert—piano, violin, and cello—by Miss Pixley, Miss von Gilluwe, and Mr. Stirewalt; Fuller Sisters; Zaellner String Quartet, three; Mme. Jenny Dufan, soprano, two.

LECTURES—Prof. Collier Cobb, University of North Carolina, eight; Mr. Charles McKesson, two; Dr. Delia Dixon Carroll, Raleigh; Dr. Annie Moore, New York.

The Fassifern Lectures

The Fassifern Lectures for 1915-'16 were given by Professor Collier Cobb, of the University of North Carolina, upon the general theme of "Man and Nature." The subjects of the several lectures, each one of which was illustrated, were—

1. Man as Related to His Surroundings.
2. Pre-Columbian Man in America.
3. Man in America Since Columbus.
4. The Cradle of Civilization.
5. Reconstructing Ancient History.

Three of these lectures were given in November and two of them in May. A similar series has been arranged for the coming session, the general theme and subjects treated to be announced later.

Honors

FASSIFERN

TWENTY-FIVE

HONOR ROLL—Each month there is posted the list of such students as have been honorably mentioned in the weekly report of studies. At the end of the year, those whose names have appeared on every month's honor roll are entitled to a place on the honor roll for the year.

Students who take the highest mark in class have their names marked with a star on the quarterly reports. Those who have had as many as three stars on every report, are placed on the year's Star Roll.

A place on either roll may be lost by non-attendance upon classes, whether from sickness or other causes.

The principals will give for 1916-17, two tuition scholarships. The recipients of both must be students of FASSIFERN, who for one year, at least, have taken high stands in both scholarship and deportment.

Converse College gave, in 1915, a scholarship in Music, and one in the literary course, each for three years.

Health and Exercise

Every care is taken to prevent illness, and keep pupils vigorous and healthy. The climate is a great factor, and plenty of outdoor exercise is required. As the school has large grounds, and is, moreover, on the outskirts of the town, there is ample opportunity for walks and out-of-door sports. These are under the supervision of teachers.

Regular lessons in physical culture supplement these exercises. In spring and early autumn, the lessons are given out-of-doors.

Miss Sampson has the health of the girls under her especial supervision, and mothers are asked to write her if there is any particular care to be taken.

There are a number of good physicians in the town, any of whom may be consulted. When no choice is indicated, the family physician is called in.

There is no school medical fee, and physicians' bills are sent direct to patrons.

There is a large and comfortable infirmary, and in any ordinary illness the pupils are cared for by the graduate nurse in charge; but should an occasion arise when the physician thinks a special nurse necessary, she will be employed at the expense of the patient. Each applicant for admission to the school must present a physician's certificate as to her general health, and a separate statement from a specialist if she has had trouble with her eyes, ears, or throat. If a student is expected to continue a course of treatment begun under her family physician, both courtesy and common-sense require that an explanation of this treatment, and the reason for it, should be made to those who have charge of the well-being of the pupils. Necessary dental work should receive attention before pupils leave home.

The school has its own cows, carefully fed and watched, and the milk is good and abundant.

Particular attention is paid to the care of the eyes. The lighting system is of the best, and the lights are carefully placed. The study-hall desks are movable, and are so arranged that the students are subjected to neither strain nor glare.

The school is not a sanatorium, and a girl with tubercular troubles, or with any mental or serious physical defects, will not be admitted.

Recreation

The students depend for pleasure and recreation largely upon out-of-door games and sports. There is a tennis court, and basket-ball grounds. In spring and fall, the pupils are taken for long drives, or for excursions to some particularly attractive spot where they may have afternoon tea or a picnic

luncheon. Those who have permission from home are allowed to ride, when accompanied by a teacher and by an expert horseman who gives riding lessons. Girls may not use the side saddle, and a simple habit is necessary.

FASSIFERN
TWENTY-SEVEN

Those who care for it may dance every evening.

The school is still young, but there is a good library, and each year books are added. In 1915, FASSIFERN was the recipient of a gift of one hundred volumes. The name of the donor is withheld by request.

It is not desirable for students to bring reading matter, other than such as may bear upon their studies, and if books are brought they must be turned over to members of the faculty for inspection.

Conduct

Since the interests of all pupils must be considered, a girl who exercises a harmful influence upon her companions, or whose general demeanor shows that she has no intention of obeying the rules of the household, cannot be allowed to remain in the school.

Dress

The dress of all pupils must be characterized by simplicity and regard for health. White or wash dresses may not be worn after November 1, until permission is given in the spring. For winter wear, a student must have the following: For church and street: a coat suit, suitable hat, and gloves; for school: two wool dresses of serviceable color; for afternoons and evenings: two dresses of lighter color and texture: a heavy coat, hat, and gloves for everyday use; high necked underwear—not necessarily wool; high shoes. Jewels of value must not be brought to the school.

Visits and Absences

Parents are earnestly requested to see that their children are on hand promptly at the opening of school, and after the holiday absence.

Students are expected the day on which school is advertised to open; *not before*. They will be met at the station by one of the faculty.

After the holidays, parents will kindly notify the principal by what train to expect returning pupils, and also explain any delay in returning. The only regular holidays are from Christmas to January 2, 1916. Students may not remain in the school during the Christmas vacation.

The principal recognizes the power of parents to keep their children out of school, and thinks it unwise to make a cast-iron law with regard to such action; yet she earnestly desires parents and guardians to avoid asking for holidays not given to the whole school. They cause a girl to fall behind in her work, distract her attention, and in almost every instance are followed by irritability of temper, often dignified by the name of *homesickness*, further interfering with the regular routine. It is understood that young people need diversion, and the attempt is made to give them all the variety possible in the way of recreation, yet it is supposed they are placed in a boarding-school primarily to escape from the unavoidable distractions occurring in the average home life. Time lost from school work must be made up, and except in the case of illness a charge for such extra work will be made at regular tutor's rates. It is too much for teachers who are doing full work, and an outside tutor will henceforth be employed for the purpose.

Pupils are not allowed to go home with one another during the school term. The reasons are obvious. Heads of schools may know reasons why these visits are very undesirable, and yet find it embarrassing to decline to grant the privilege. Girls are not allowed to visit anyone in town with whom the principal is not acquainted, nor are they permitted to spend the night away from the school, unless in the immediate care of parent or guardian.

Letters, Telegrams, Telephone Messages and Express Parcels

FASSIFERN

TWENTY-NINE

Letters and all mail must pass through the hands of one of the principals. After students arrive, they will be asked to submit a list of correspondents, which will be forwarded to parents for approval. The principal reserves the right to strike off this list, at any time, the names of persons who prove themselves objectionable.

Telegrams must be addressed to the principal. Pupils may not answer the telephone; so parents are requested to call up the principal in the event that a long distance message is necessary.

All express charges must be *prepaid*, and parcels must be opened in the presence of a teacher. Parents will understand that this supervision is best; it prevents the reception of undesirable packages.

Boxes

Boxes of eatables may not be received, *nor brought* by students. All schools have the same trouble with cases of illness following the reception of boxes. The food furnished by the school is the best the market affords, and those who have charge of the health of the girls are sorely hampered by the injudicious and promiscuous sending of eatables from outside. Fruit, candy, and nuts, in reasonable quantities, may be received, but *nothing else*. No exception is made in the case of birthdays and holidays, nor for any particular student.

Spending Money

It is earnestly requested that parents arrange an allowance of pocket money not exceeding one dollar weekly, and require their daughters to keep within this limit. It is suggested and requested that the allowance shall come between fifty cents and one dollar a week, according to grade of student. No

FASSIFERN

THIRTY

pew rent is charged by the churches the students attend; and it is suggested to parents that a definite sum be given students for contribution to ministers' salaries, etc. One patron has sent to the Principal a dollar each month to be given to the church attended by his daughter. His example is worth following. No money is advanced to students, and they may not have bills in town.

List of Articles Required

Bible, umbrella, overshoes, dressing wrapper, two laundry bags, hot-water bag, gymnastic suit, all toilet articles, a small cup, a teaspoon, two pairs of blankets, three pairs of sheets and two white spreads for *single* bed, three pillow cases for pillows of medium size, eight towels, three bath towels, eight table napkins, napkin ring, and workbag or basket, furnished with needles, thread, thimble, and scissors. All articles must be plainly marked with the owner's name, and each girl should have an exact list of all she brings.

Girls who wear glasses are asked to bring two pairs, to avoid loss of time in case of accident.

Expenses for School Year of Nine Months

FASSIFERN

THIRTY-ONE

Board; Tuition in English Branches, Latin, and two Modern Languages; Laundry; Infirmary,	
Concert and Library Fees; Chorus Singing.....	\$ 330.00
For single room.....	\$15.00 extra
Piano Lessons, under Director.....	\$ 60.00
Piano Lessons, under Assistant	50.00
Lessons in Drawing and Painting	40.00
Use of Piano for Practice, per hour, daily	5.00
Domestic Science	15.00
Domestic Art	15.00

There are no other dues or fees, except for materials for cooking and sewing classes.

Damage done to rooms or furniture will be repaired immediately, at the expense of the pupil.

Books and stationery are furnished at dealers' prices, and charged on the quarterly bill.

A deduction of \$25.00 is made in the charges for the year when two or more boarding pupils enter from the same family.

All bills are payable *quarterly in advance*. A deposit of five dollars is required of all pupils at the time of filing application, as a guarantee for holding the place. The right is reserved to vacate the place of any pupil whose bill is not settled within a month.

No pupil, whose bills for the previous year remain unsettled, will be entered for a new term, nor will she be given a certificate of admission to another school, or placed on honor roll.



DRAWING ROOM

Graduates in Full Course, 1916

FASSIFERN

THIRTY-THREE

Jessie Jenkins	First Honor
Louise Shepherd Hodges	Second Honor
Elise Williams Atkinson	Charlie Davenport Potts

Nearly Honor Roll

On list A are the names of students who have been on every weekly honor roll; on list B, those who have been on this roll every week except one. (See page 25.)

A

Jessie Jenkins
Edith Jenkins
Mary Cobb
Ella Lindsay
Marion Bethune
Elise Atkinson

B

Anna Locke Ingram
Mary Kemper
Emily MacRae
Josephine Smith
Susie Taylor

Nearly Star Roll

Students who have had three or more stars on every report throughout the year.
The leader is indicated by *

Jessie Jenkins*
Susie Taylor
Louise Morris

Edwena MacMillan
Mary Elizabeth Justus



FROM PIAZZA—LOOKING NORTH

Quarterly Honor Roll, in Order of Standing

FASSIFERN

THIRTY-FIVE

First Quarter

Jessie Jenkins
Josephine Smith
{ Marion Bethune
{ Edith Jenkins
{ Ella Lindsay
Elise Atkinson
Frances Merrimon
{ Mary Cobb
{ Elizabeth Coleman
{ Charlotte Hambly
{ Gray Bradshaw
{ Lucy Dermid
{ Emily MacRae
{ Helen Meares
{ Carolee Green
{ Claudia Kelly
{ Rose Martin

Second Quarter

Jessie Jenkins
Anna Locke Ingram
{ Susie Taylor
{ Edith Jenkins
Charlotte Hambly
Josephine Smith
Margaret Justice
Elizabeth Merrimon
{ Marion Bethune
{ Mary Cobb
Rose Martin
{ Emily MacRae
{ Laura Thompson
Mary Little
Elise Atkinson
Ella Lindsay
Mary Kemper
Lucile Morris

Third Quarter

Elizabeth Merrimon
{ Mary Cobb
{ Jessie Jenkins
Edith Jenkins
Anna Locke Ingram
{ Mary Kemper
{ Ella Lindsay
{ Susie Taylor
Gray Bradshaw
Emily MacRae
Josephine Bird
{ Marion Bethune
{ Elizabeth Collins
{ Elise Atkinson
{ Claudia Kelly
Jane Ruffin
Laura Thompson
Katherine Richards
Mary Little
Martha Gray
Jessie Cary
Cornelia MacDowell

Fourth Quarter

Ella Lindsay
Jessie Jenkins
Mary Cobb
{ Anna Locke Ingram
{ Edith Jenkins
Marion Bethune
Susie Taylor
Elizabeth Rembert
Josephine Smith
Catherine Richards
{ Elise Atkinson
{ Mary Kemper
Katherine Maule
Lucile Morris
Lille Heyward
Elizabeth Coleman
Alice Atkinson
Cornelia MacDowell

FASSIFERN

THIRTY-SIX

Students, 1915-'16

Allston, Ellen.....South Carolina
 Anders, Flora Beverley.....North Carolina
 Atkinson, Alice.....Virginia
 Atkinson, Elise.....Virginia
 Ball, Jeanette.....North Carolina
 Bailey, Margaret.....North Carolina
 Bethune, Marion.....North Carolina
 Bird, Josephine.....North Carolina
 Bradshaw, Gray.....North Carolina
 Carrigan, Elizabeth.....South Carolina
 Cary, Jessie.....Georgia
 Carson, Nell.....North Carolina
 Carson, Margery.....North Carolina
 Cawthorne, Nannie.....North Carolina
 Child, Bessie.....North Carolina
 Child, Helen.....North Carolina
 Cobb, Mary.....North Carolina
 Cothran, Emma.....South Carolina
 Coleman, Mary.....North Carolina
 Coleman, Elizabeth.....North Carolina
 Collins, Elizabeth.....North Carolina
 Dameron, Mary.....North Carolina
 Dermid, Lucy.....North Carolina
 Drafts, Helen.....North Carolina
 Durham, Anna.....North Carolina

Feaman, Elizabeth.....North Carolina
 Few, Mary.....North Carolina
 Few, Neale.....North Carolina
 Green, Carolee.....North Carolina
 Gurley, Sibyl.....North Carolina
 Gray, Martha.....Virginia
 Gravely, Lulu.....South Carolina
 Hambley, Charlotte.....North Carolina
 Hamilton, Irene.....South Carolina
 Hewitt, Emily.....North Carolina
 Heyward, Lille.....South Carolina
 Hatch, Margaret.....North Carolina
 Hodges, Louise.....North Carolina
 Ingram, Anna Loche.....North Carolina
 Jenkins, Jessic.....North Carolina
 Jenkins, Edith.....North Carolina
 Johnston, Helen.....South Carolina
 Justice, Margaret.....Virginia
 Justus, Margaret.....North Carolina
 Justus, Mary Elizabeth.....North Carolina
 Kelly, Claudia.....Georgia
 Kemper, Katharine.....North Carolina
 Kemper, Mary.....North Carolina
 Lance, Marie.....North Carolina
 Leak, Alice.....North Carolina

Ledford, Margaret.....North Carolina
 Little, Mary.....North Carolina
 Lindsay, Ella.....South Carolina
 Lowndes, Virginia.....North Carolina
 Lowndes, Alice.....North Carolina
 Mallett, Anne.....North Carolina
 MacRae, Emily.....North Carolina
 Martin, Frank.....North Carolina
 Martin, Rose.....North Carolina
 Maule, Katharine.....Florida
 Meares, Helen.....North Carolina
 Merriman, Elizabeth.....North Carolina
 Merriman, Frances.....North Carolina
 McDowell, Cornelia.....North Carolina
 McCurdy, Alice.....North Carolina
 McMillan, Edwena.....North Carolina
 McMillan, Josephine.....North Carolina
 Moore, Edith.....North Carolina
 Moore, Corinna.....District of Columbia
 Morisey, Hattie May.....North Carolina
 Morris, Ermma.....North Carolina
 Morris, Lucile.....North Carolina
 Morris, Louise.....North Carolina
 Nickel, Gladys.....North Carolina
 Nickel, Addie.....North Carolina
 Parker, Frances.....North Carolina
 Parsons, Dorothy.....South Carolina

Packard, Sallie Lou.....North Carolina
 Pendleton, Elizabeth.....South Carolina
 Potts, Charlie.....North Carolina
 Ray, Ashliegh.....North Carolina
 Rembert, Elizabeth.....South Carolina
 Richards, Catharine.....Ohio
 Ripley, Virginia.....North Carolina
 Rodman, Hannah.....Virginia
 Ross, Virginia.....Wisconsin
 Rowe, Catharine.....North Carolina
 Ruffin, Mary.....North Carolina
 Ruffin, Jane.....North Carolina
 Shepherd, Nanna.....North Carolina
 Skinner, Mary.....South Carolina
 Skinner Anna.....South Carolina
 Smith, Josephine.....Massachusetts
 Smith, Ruth.....North Carolina
 Taylor, Susie.....North Carolina
 Timmerman, Eulalie.....South Carolina
 Tennent, Eugenia.....North Carolina
 Thompson, Laura.....North Carolina
 Willcox, Agnes.....North Carolina
 Williams, Alice.....North Carolina
 Wilson, Mary Alice.....North Carolina
 Wooten, Ruth.....South Carolina
 Villalonga, Jane.....New York

FASSIFERN
 THIRTY-SEVEN

FASSIFERN

THIRTY-EIGHT

Atkinson, Alice
Cothran, Emma
Damron, Mary
Gray, Martha

Hambly, Charlotte
Hewitt, Emily
Heyward, Lille
Martin, Frank

Art Students

Martin, Rose
MacDowell, Cornelia
Rodman, Hannah

Ruffin, Jane
Skinner, Anna
Skinner, Mary

Piano Students

Atkinson, E.
Bailey, M.
Bethune, M.
Bird, J.
Bradshaw, G.
Cawthorne, N.
Cobb, M.
Coleman, E.
Durham, A.

Graveley, L.
Hodges, L.
Ingram, A. L.
Justice, M.
Jenkins, E.
Kelly, C.
Kemper, M.
Lindsay, E.
McCurdy, A.

McDowell, C.
MacRae, E.
Maule, K.
Meares, H.
Moore, E.
Morisey, H. M.
Packard, S. L.
Parker, F.
Person, A.

Plank, V.
Pullman, L. V.
Ruffin, M.
Smith, J.
Smith, R.
Villalonga, J.
Williams, A.
Wilson, M. A.
Wooten, R.

Graduate Students of Fassifern

Annie Pegram Oates, 1913
Jennie Johnston Saine, 1914
Katharine Taylor Manning (First Honor), 1915
Lucy Atkinson Murchison (Second Honor), 1915

Eleanor Louise McLoud, 1915
Charlotte Cranford, 1915
Mary B. Crowell, 1915
Sarah Mitchell Jenkins, 1915

Massifern School

Application for Admission

I hereby request that a place be reserved for my.....
for the school year beginning,....., and I
enclose my check for five dollars entrance fee, to be credited on the first bill for tui-
tion, but forfeited if the pupil is withdrawn.

I promise to conform to the regulations of the school, and agree, if this appli-
cation is accepted, that my..... shall be punctual in
attendance.

In enrolling my.....for the whole school year, I
promise to pay for the tuition, board, etc., of the entire year, according to the pub-
lished terms and regulations of the catalog, on pages 5 and 31.

Signed.....

Business address.....

Home address.....

Full name of candidate.....

Date of last birthday, and age thereat.....

Financial references (two).....

Social references (two).....

Name of School last attended.....

Name of clergyman, and the church attended.....

State fully condition of health at time of application.....

Name of family physician.....

Music? }
Art? }

List of studies completed, taken from the schedule for Academic Course.....

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FRONT VIEW—FASSIFERN

FASSIFERN

A HOME SCHOOL FOR GIRLS

1917

ACCREDITED

BY THE

ASSOCIATION OF SOUTHERN COLLEGES

BY THE

UNIVERSITY OF NORTH CAROLINA

BY

SMITH AND WELLESLEY COLLEGES, MASS.,

AND BY

GOUCHER, MD., LAKE ERIE, OHIO

HENDERSONVILLE

NORTH CAROLINA

Calendar for 1917-'18

1917

September 26, Wednesday.....Boarding pupils received.
September 27.....Students registered and classified. Day pupils report.
September 30, Sunday.....Opening services, and sermon for FASSIFERN students St. James Church.
November 24.....First quarter ends.
December 20-January 3.....Christmas recess.

1918

January 3, Thursday.....All students report by 7.00 p.m.
January 26.....Second quarter ends.
March 30.....Third quarter ends.
May 26.....Baccalaureate sermon.
May 27.....Graduation Day.
May 28.....Closing Exercises.

The only recess is at Christmas.

Faculty

MISS KATE C. SHIPP

Principals

MRS. ANNA C. McBEE

MISS CAROLINE A. HOOPER, Assistant Principal

Academic Department

MISS KATE C. SHIPP Mathematics
(Teacher's Diploma, Cambridge University, England)

MISS CAROLINE A. HOOPER English, History, Geography
(Head of Academic Department, Shorter College, 1906-'09; Assistant Principal All Saints' School, Sioux Falls, S. D., 1912-'13; Fassifern, 1913.)

MISS HELEN HERSPERGER Latin, Advanced English
(A. B. Vassar, 1909; Teacher, English and History, St. Margaret's Hall, Boise, Idaho, 1909-'11; Latin, All Saints' School, Sioux Falls, S. D., 1911-'15; Latin, Fassifern, 1915)

MISS ARLENA KELTON German, Science, Athletics
(A. B. Smith College; Teacher, The Hill School, Augusta, Ga., 1912-'15; Fassifern, 1915)

MRS. LUCIAN WALKER Intermediate Department
(Teacher St. Mary's, Raleigh, N. C.; Presbyterian College, Charlotte, N. C.; Virginia College, Roanoke, Va., 1915-'16; Fassifern, 1916)

MR. WILLIAM GASPARD de COLIGNY French and Spanish
(B. L., University of France, College Charlemagne, Paris; B. A., Central University of Toledo, Spain; Teacher of French and Spanish, Technical High School, Springfield, Mass., 1901-'07; Spanish, Mount Holyoke College, 1903-'05; French, Spanish, History, Mayagüez High School, Porto Rico, 1907-'10; Principal of that school, 1908-'10; Isadore Newman School, New Orleans, 1911-'13; Fassifern, 1915)

Music Department

MISS CHELIAN A. PIXLEY Director
(Pupil of E. C. Schutt, New York; of Moszkowski, Paris; of Burmeister, Berlin; Certificate Virgil Piano School, New York; President North Carolina Music Teachers' Association, 1917)

Art Department

MISS MAUDE CHAMBERS Director
(Certificate Colarossi Académie, Paris; Student of Julien Académie, Paris, and of Art Students' League, N. Y.; in classes of Wm. Chase, Edward Duffner, E. M. Chase, Thos. Fogarty, and W. E. Leigh; Pupil of Morrisett Caro del Voile, and Castaluchio; Teacher, Asheville School for Girls, 1914-'15; Fassifern, 1915)

Home Economics Department

MISS M. H. SAMPSON Domestic Art
(Certificate from College of Preceptors, London, England; Fassifern, 1915)

MISS MARY THRALL Domestic Science
(Graduate Framingham, Mass., Normal School; Teacher Domestic Science, Petersham and Marblehead, Mass.; Fassifern, 1916)

MISS M. H. SAMPSON Supervisor of Health of Students

Chronicle of School Events 1916-'17

1916

- September 26.....Registration of students.
September 27.....Classification of students.
October 1.....Opening Services, and sermon for FASSIFERN students by Rev. R. N. Willcox.
October 7.....FASSIFERN's Birthday. Picnic given by principals to students.
October 14.....Reception to new students, by old students.
October 15.....Address by Rev. George Atkinson, Salisbury Industrial School.
October 28.....Party to students, by principals. Olympian Games.
October 31.....Halloween Circus, students.
November 2, 3, 4...Continuation of FASSIFERN Lectures, Professor Cobb, University, N. C.
November 11.....Recital by Tollefsen Trio.
November 20.....Address before school on "The Old Spain," Professor de Coligny.
November 23.....Recital by Music Pupils.
November 30.....Thanksgiving, holiday.
December 3.....Party given by Cotillion Club; students only.
December 5.....Recital by Music Pupils.
December 10.....Faculty and students entertained by Dr. R. V. Hunter.
December 15.....Play, Dramatic Club, "Der Neffe als Onkel," translated from German, by Miss Kelton and Vinton Liddell; benefit of Junior Auxiliary.
December 20.....Christmas Tree.
December 21.....Christmas holidays begin.

1917

- January 8.....Christmas holidays end.
- January 12.....Presentation "The Land of Heart's Delight," by Senior English Class.
- January 19.....Party given by new students to old students.
- January 26.....Music Recital, Mr. Edward Baxter Perry.
- February 1.....Address, "Modern Spain," Professor de Coligny.
- February 13.....Music Recital, Elsie Fischer String Quartette.
- February 22.....Washington's Birthday. Address by Dr. Schaeffer, of Tennessee. Chorus by School. Piano Recital. Colonial Reception—Students.
- February 28.....Dramatic Recital, Mme. Hundley, of Washington, D. C.
- March 5.....Students entertained by Mr. and Mrs. F. E. Curtis at their home.
- March 16.....Baptist - Presbyterian entertainments, for scholarship Salisbury Industrial School.
- March 21.....Address by Dr. William Redin Kirk on First Aid. Formation of Red Cross Auxiliary.
- April 7.....Picnic by two Chapters Red Cross Auxiliary.
- April 12.....Celebration anniversary Halifax Convention Flag Raising.
- April 14.....School entertained by Senior Class.
- April 15.....Easter Cantata, "Victory," by G. R. Sanderson, rendered by students.
- April 18.....Moving Picture Party by principals to students.
- April 20.....Faculty and students entertained by Mr. W. H. Justus.
- April 20.....Luncheon to members of faculty, by Domestic Science class.
- April 21.....Reception to Visiting Ladies of Women's Clubs.
- April 28.....Reception to Senior class by Juniors.

May 1.....Address by Col. F. A. Olds, State Historian.
 May 3, 4, 5.....FASSIFERN Lectures, Professor Cobb.
 May 10.....Picnic for Faculty and students, Mr. and Mrs. F. E. Curtis.
 May 24.....Luncheon to members of Faculty, Domestic Science class.
 May 25.....Annual Recital by Music Pupils.
 May 26.....Address, Mrs. Biller of South Dakota, "Work Among Indians."
 June 2.....Reception to FASSIFERN and Fleet School students, by principals.
 June 3.....Baccalaureate Sermon, Rev. W. H. K. Pendleton, of Spartanburg, S. C.
 June 4.....Graduating Exercises. Class Day. Presentation of Diplomas—Address by
 Rev. Ellyson Simpson.
 June 5.....Operetta by Paul Bliss, "The Feast of the Red Corn."

Foreword

FASSIFERN

NINE

Those who contemplate entering students at FASSIFERN are asked to examine carefully the following pages, in order that there may be no misapprehension as to their obligations and those of the school.

Since there is no law against it, seemingly any institution of learning may assume the title of *College*. At the same time, there are, in all parts of the country, *Standard Colleges*, which have earned their right to the name by compliance with the requirements agreed upon by the various Associations of Colleges. The aim of these Associations is to raise the standard of education; and they differentiate between the work of the high school and that of the true college. A standard college supplements the high school, but may not assume its peculiar functions. Therefore, any institution which offers for graduation, a course combining high school studies with some college subjects, is not a *college*, whatsoever it may call itself. Two years of high school work and two of college, cannot by any process of calculation be made to equal four college years.

FASSIFERN lays no claim to the much abused title. In the course of study leading to College Preparatory diploma, the necessary subjects for college entrance are plainly set forth, and meet the entrance requirements of Smith, Wellesley, and other leading colleges.

The Course in English and Modern Languages, also leading to diploma, and the Business Course provide for those who may not have the time or means to pursue their studies further. They offer such training as will fit girls and young women for the ordinary occupations of life, enable them to be self supporting, and help them to become lovers of the best in literature, music, and art.

In this day, when there is such demand for efficiency along all lines, no girl, whatever her prospective means, can afford to be an idler. The time has passed for the superficially educated. Parents, if you can afford it, give your daughters, as you give your sons, the advantage of the broader outlook and the special training a good college offers; or give both the opportunity to fit themselves for the duties of home-making and citizenship by requiring them to pursue some course to the end.

FASSIFERN makes a specialty of individual work. All classes are small, and especial care is taken to discover the needs of each girl along the lines of mental and physical training. The principal is so



FROM FRONT—LOOKING EAST

fortunate as to have been able to make a personal inspection of many of the best schools in this country and in England, and has tried to adopt what seemed best in courses of study and discipline. Her belief that there was in North Carolina a demand for a small private school, located in a healthful and quiet place, giving girls more home life than is possible in a large school, has been amply justified by the steady growth of the school, the patrons of which are people who value refinement and culture.

No student will be entered for less than one school year, or the entire part of the year remaining after entrance.³ The enrollment of a pupil's name on the books of the school renders the parent or guardian responsible, and is considered a contract which ensures her remaining until the close of the year.

The number of students is limited, therefore it is necessary that a place once taken should be kept. By the withdrawal of a pupil, a vacancy is made which another might have filled. Her absence does not diminish the expenses of the school, for her teachers and all employees are paid to the end of the year, and every provision is made for her as though she were present. *No deduction, therefore, will be made in bills for occasional absences, for absence during the first four weeks, or for premature withdrawal, except in case of serious and prolonged illness, when the loss will be shared equally by school and patron.*

When an application for admission is made by persons unknown to the principal, business and social reference must be mentioned.

Parents and friends of the students are very cordially welcomed, and the principal can recommend very desirable boarding-houses to those who wish to remain more than a day. With the limited space at command, and the numberless duties devolving upon the heads of the school, it is impossible to have guests during the term.

Members of the faculty can, if requested, meet students at Biltmore, N. C., or Spartanburg, S. C.

The principal feels that she is consulting the best interests of all concerned, in eliminating all holidays except that at Christmas. Many schools give a holiday of several days at Thanksgiving, another of two weeks at Christmas, and a third of ten days or two weeks in spring. These entail much expense, as well as loss of time, items to be considered at all times, especially under present conditions.

N.B.—*Please read the catalogue*, especially the articles referring to visits and absences, permissions, health, and boxes.

History and Purpose of the School

FASSIFERN was opened in October, 1907, in Lincolnton, N. C. The number boarding pupils was limited to fifteen, and within a month after opening day the limit had been reached.

The number of students has steadily increased, and larger buildings were soon necessary. In October, 1914, the school was opened in Hendersonville, with sixty boarding pupils.

In the course of time departments have been added. That of Spanish was introduced in 1915; the Home Economics department in 1916.

The purpose of the school is set forth in the foreword. Briefly stated it is to train girls to be upright, honorable, purposeful, useful women.

FASSIFERN has just completed its tenth year. There have been twenty graduates in full course, and several certificate students. The first diploma was awarded in 1913. Of the twelve who graduated prior to the class of '17, one is taking an advanced course of Music in New York; four entered standard colleges of the Northern, Southern, and Middle West Associations; one, the State Normal, and two, other colleges; two have taught in the public schools of North Carolina. Before diplomas were given, students entered on certificate and were graduated from the State Normal, Randolph-Macon, and Converse Colleges.

Religious Training and Charitable Activities

FASSIFERN

THIRTEEN

School opens and closes every day with prayer; and on Sundays the pupils must attend church. When arrangements can be made for a teacher or competent chaperone to accompany them, students are allowed to attend the churches in which they have been reared, if parents and guardians indicate their wishes in the matter. Otherwise, they go with the family to the Episcopal Church.

The students are organized into one general Missionary Society, meeting monthly. Papers are read on the work in the domestic or foreign field. The dues are divided equally among the denominations represented, and each group has its own officers and its special work. The Episcopal girls form a branch of the Junior Auxiliary, composed of FASSIFERN students, and under the direction of the principal.

In the regular course of study, instruction in the Bible is provided for all, and each must attend the Sunday Bible Classes held in the school.

Those who are Episcopalians are instructed in the Catechism, Prayer Book, and Church History, as well as in the Bible. During the past year, the Missionary Society has supported a scholarship in the Industrial School at Salisbury, N. C., Presbyterian. Previously, it has kept up or aided scholarships in the Franklin School for girls, Presbyterian; Valle Crucis School for Girls, and Christ School for Boys, both Episcopal. Boxes of clothing have been sent to flood sufferers in Henderson and Polk Counties, and to the Thompson Orphanage, Charlotte. An Auxiliary to the Red Cross was formed during the past term, and a box of supplies sent to Washington.

The atmosphere of the school is that of a normal Christian home, where personal care is given each child.



FROM PIAZZA—LOOKING NORTH

Situation—School and Town

FASSIFERN
FIFTEEN

Fassifern

From a grove of oak and chestnut, covering the crest of a splendid rise of ground, FASSIFERN SCHOOL looks down over a broad slope of many acres, falling away north and east to rows of stately white pines marking the boundaries of the property. While actually only a ten-minutes' walk from the railway station and the shopping and hotel section of the town, the wide sweep of the grounds and the commanding height of the hill crest render the property remote even from the adjacent avenues, the impression being deepened by the densely-wooded hills lying to the south, which block off the view toward the town, and give small suggestion of the many bungalow homes on their sides.

The school buildings themselves are of Colonial type, planned and erected with a generous disregard of ground space and timber prices. Only two stories in height, the first floor of the main building is surrounded by a gallery eighteen feet wide, from which the main entrance looks out under a wide porte cochere upon a stone-walled terrace, giving a splendid view of the whole forward sweep of the hill. Inside, the entire first floor is devoted to the faculty and reception-rooms, and the library, dining-hall, and kitchens, with the necessary store-rooms and linen closets; while the second floor is given up to dormitories, and to an infirmary which is well-equipped in spite of the fact that the climate of Hendersonville seems almost to justify the omission of this feature. From the front center of the building rises a heavy square tower, commanding a view of the entire estate.

To the left, and slightly to the rear, stands another building of similar architecture and almost equal size, the two being connected by a covered passageway. In the second building—Cameron Hall—the second story provides an ample number of well-lighted and comfortable bed-rooms, while on the ground floor are located the class-rooms and the school auditorium, as well as a number of sound-proof practice-rooms. The basement walls rise well above the ground level, giving space for the windows of prismatic glass, which supply sunshine and fresh air to the gymnasium, and for indoor games when



IN OR NEAR HENDERSONVILLE

bad weather prevents the use of the school athletic field. The usefulness of the gymnasium is increased by excellent shower-bath equipment, and the basement also houses the big steam-heating plant, which the altitude of Hendersonville makes essential to comfort. In the gymnasium, as well as in every other part of the buildings, the plumbing system is of the open type, modern and sanitary to a degree. All in all, the buildings are worthy of the estate on which they stand; comfort, dignity, and beauty each playing a part in aiding to accomplish the purpose for which the school is conducted.

A matter of interest and importance to patrons of FASSIFERN is the "condemnation proceedings" now under way, by which six thousand acres of land on the topmost peak of Pinnacle Mountain will shortly be converted into a watershed reserve for Hendersonville—perpetually guarded against all human habitation, and furnishing through the simple medium of a ten-mile gravity line a limitless supply of sparkling freestone water, absolutely protected from all contamination. The present water supply is excellent, but rapidly becoming inadequate for the growing needs of the town.

In spite of being high up "on top of the world," Hendersonville is remarkably easy of access. Spartanburg is only two hours away, Asheville one, Salisbury six, and Morristown, Tenn., five.

Hendersonville

Hendersonville, the capital of Henderson County, is the junction point of the Asheville-Columbia Division of the Southern Railway and the Transylvania Railroad between Asheville and Toxaway. It is twenty miles from Asheville, and forty-eight miles from Spartanburg, S. C.

It is conveniently reached from all points, by trains of the Southern, carrying parlor and sleeping cars from the principal cities of North and South, and making close connections at Asheville and Spartanburg with through trains over the Southern from the East and West. There are fourteen passenger trains daily.

Hendersonville is a substantial business and residential town, with a population of more than four thousand. Its fine climate and natural advantages make it a delightful winter home as well as a charming pleasure resort in summer. Its present prosperity is marked by its many civic improvements.

Among the recent additions to the assets of the town are the Carnegie Library, Patton Memorial Hospital, High School Building, and a postoffice costing between sixty and seventy thousand dollars. The town has electric light, water and sewerage systems, telephones, paved streets and sidewalks, fire department, auditorium, several large modern hotels, two flourishing banks, two newspapers. There are the following churches—Baptist, Episcopal, Methodist, Presbyterian and Roman Catholic.

The climate of Hendersonville, the golden mean between the extremes of temperature and precipitation, affords health, recuperation, and comfort for twelve months in the year. These climatic advantages are due to latitude, altitude, and relation to nearby mountain ranges.

The latitude of Hendersonville is between thirty-five and thirty-six degrees North. From the excessive summer heat to which this latitude is ordinarily subject, Hendersonville is saved by its altitude of two thousand two hundred feet.

An altitude of two thousand two hundred feet might, under some circumstances, afford very severe winter weather. From this Hendersonville is saved by its relation to the nearby ranges of mountains. The higher peaks and ramparts of the Appalachians are to the north and west, thus standing as a barrier against the cold.

On the north and west side of these mountains, even at low altitudes, the rigors of intense cold are experienced; but this section is sheltered. The same feature is repeated on a smaller scale in the immediate vicinity of Hendersonville. The Balsam Mountains, running from southwest to northeast, afford a second shelter to a large part of Henderson County, while Jump-off Mountain, just west of Hendersonville, affords a third protection of the town itself.

With all these elevated land masses guarding it from the severity of winter, Hendersonville is situated on a comparatively level, but well-drained plateau, affording freedom from the fogs and dampness found among the steep-banked ravines of some other mountain resorts.

Hendersonville is the center of good roads development in Western North Carolina; and Henderson County has nearly three hundred miles of fine sand clay roads radiating in every direction from the county seat, making all neighboring towns and surrounding country easily accessible by motor cars the year round.

Course of Study

FASSIFERN
NINETEEN

Students are not classed according to any ironclad rule. The aim of the school is to teach thoroughly whatever is undertaken, and to make up whatever deficiencies may be found.

No girl is held back by class requirements. Students are often well advanced in some branches of study, while backward in others. Here they are given such studies as they are able to take, neither being retarded by their lack of preparation or ability in one respect, nor graded beyond their powers because they have made marked progress in another.

There are no entrance examinations. A student is tried in the class to which her former school experience seems to place her. After sufficient time is allowed to see whether, under the new conditions, she has been correctly graded, she is classed for the year. The majority of studies determines her class affiliation. There are no set times for examinations throughout the year. When, in the estimation of the teacher, a topic has been sufficiently studied, an examination or test is given, usually without previous notice. This method does away with the nervous strain of the regular examination weeks; and shortens the time spent on reviews. Those who have made an average of 90% on daily recitations are excused from written examinations. Quarterly reports are sent to parents, and the honor roll read every Monday keeps a student informed as to her own class standing.

In the study of French and Spanish, the knowledge of the spoken language is emphasized. The present usefulness of an acquaintance with these languages is too obvious to need comment.

Individual work is emphasized. Time and attention are not spared in the effort to enable students to understand thoroughly the studies undertaken. No pupil may have more than five subjects in addition to music lessons, nor more than six without music.

Especial attention is given to the younger girls in the preparation of their lessons. Their study hours are supervised by someone whose duty it is to give necessary aid and explanation, as well as to see that time is not wasted.

Classes are held in the open air when possible, and students are encouraged to study out of doors.

Courses Leading to Diploma or Certificate

COURSE A—COLLEGE PREPARATORY—Based upon entrance requirements of Smith and Wellesley.
Fifteen units. Eleven required, four elective. *Diploma.*

Required Units:

English,	3—Senior English as outlined in Course of Study.
Mathematics,	3—Algebra and Plane Geometry.
Latin,	4—Caesar, Cicero, Vergil.
History,*	1—Ancient, Modern, or Advanced American with Civics. (To be studied
	— year before College entrance.)
Total,	11

Electives (four):

French,*	2—French III (FASSIFERN).
Spanish,*	2—Spanish II (FASSIFERN).
History,	1.
Music,	1.—(See Music Credits).
Mathematics,	1—(Smith).

* Ancient History stressed. Less than two units in any modern language not accepted. A unit means, usually, one year's satisfactory work.

COURSE B—ENGLISH AND MODERN LANGUAGE—Fifteen Units. Required 13; elective 2. *Diploma*

Required:

English,	3—Same as Course A.
Mathematics,	3—Same as Course A.
French,	2—Same as Course A.
Spanish,	2—Same as Course A.
History,	2—Ancient, and Modern or Advanced American.
Botany,	$\frac{1}{2}$.
Physiology,	$\frac{1}{2}$.
<hr/>	
Total,	13.

Electives:

Latin,	2—Caesar.
Solid Geometry and Trigonometry,	2.
French IV,	1.
Spanish III,	1.
Music,	1 or 2.
Art,	1—(Completion of Course).

COURSE C—BUSINESS. *Certificate.*

English—Special stress in Grammar and Composition.
Arithmetic—Advanced and Commercial.
A Modern Language—Spanish, preferred.
Spelling.
Stenography, Typewriting, Bookkeeping.

Course C will be opened if there is a sufficient demand for it.

FASSIFERN
TWENTY-ONE



SCHOOL ROOM

English

FASSIFERN
TWENTY-THREE

PREPARATORY—Mary Hyde's Language Books, Letter Writing, Dictation, Grammar, Reading, Spelling.

INTERMEDIATE—Carpenter's Grammar, continued; Composition, with particular attention paid to letter writing; Reading—Masterpieces of American Literature; Spelling.

Freshman Class—Lockwood's English, or equivalent, with weekly reviews in Grammar; brief history of English and American literature; Essays based upon parallel reading.

Sophomore—Lockwood's Rhetoric and Composition, College Entrance Requirements—1, Washington's Farewell Address; 2, Webster's Bunker Hill Oration; 3, Macaulay's Life of Johnson; 4, Milton's Minor Poems.

Junior—Rhetoric and Composition, College Entrance Requirements—1, Burke's Speech on Conciliation; 2, Carlyle's Life of Burns; 3, Shakespeare's Macbeth, or its equivalent.

Senior—Mason's English Grammar (advanced); Shakespeare, 2 plays; Gray's Elegy; Matthew Arnold's Essay on Gray; Selections from Wordsworth, Shelley, Keats, Tennyson; Long's English Literature—Elizabethan Age (Chapter VI), Age of Romanticism (Chapter X).

All students whose spelling is unsatisfactory must take regular spelling lessons.

Mathematics

In the Preparatory Department, the children are taught the elements of Arithmetic, and carried through Wentworth and Smith's First Book, or its equivalent.

INTERMEDIATE DEPARTMENT—Arithmetic.

Freshman—Algebra I.

Sophomore—Algebra II.

Junior—Plane Geometry.

Senior—Solid Geometry and Trigonometry. (Elective.)

FASSIFERN
TWENTY-FOUR

No student is allowed to drop the study of Arithmetic until she gives evidence of a thorough understanding of the subject; but she may keep it up in conjunction with Algebra or Geometry. The study of mathematics is not compulsory after Plane Geometry has been taken. The text-books used are: Wentworth & Smith's Series in Arithmetic, Algebra and Geometry, Wentworth's Trigonometry.

History

PREPARATORY—Hill's North Carolina History.

INTERMEDIATE—American History.

Freshman—English History.

Junior and Senior—Ancient, Modern, or Advanced American with Civics, according to the general course for diploma. Current events for all.

Science

BOTANY—Advanced Class—Text-book: "Principles of Botany," Bergen and Davis, with some laboratory and field work.

INTERMEDIATE CLASSES—Talks on the higher plants, beginning with the seed, and completing the life history of the monocotyledons and dicotyledons, with some field work. Note-books kept by class. Field work throughout year.

PHYSIOLOGY—Text-book: Martin's Human Body. Two or more lectures by leading physicians.

PHYSICAL GEOGRAPHY—Text-book: Maury's Physical Geography. Excursions in neighborhood, which affords a fine field for observation.

COURSES IN NATURE STUDY, for intermediate grades, without text-books. Study of birds and flowers. Home gardening.

French

FASSIFERN
TWENTY-FIVE

FOUR YEARS' COURSE

First Year—Fraser and Squair's French Grammar, Lessons 1 to 30; Snow and Lebon, Easy French (or equivalent).

Second Year—Grammar—Accidence continued, all verbs; Mairret, La Clef d'Or (or equivalent).

Third Year—Grammar—Syntax, with exercises thereon; Mérimée, Colomba; Sandeau, Mlle. de la Seiglière (or equivalents).

Fourth Year—Grammar—Syntax; Prose Composition; Racine, Athalie; Molière, Le Bourgeois Gentilhomme (or equivalents); Daudet,.....Practice in French Dictation is given throughout the course.

Latin

FIVE YEARS' COURSE

Beginners' Class—Thorough study of Accidence, with exercises based thereon.	{ D'Ooge: Latin for Beginners
Freshman—Revision of Accidence; Syntax; Drill in Easier Constructions.	
Easy Translation.	
Sophomore—Syntax; more difficult constructions. Caesar: Gallic War, Books I, II, III, IV.	
Junior—Prose Composition. Cicero: Six Orations, including Manilian Law.	
Senior—Prosody. Vergil: Books I-VI.	

Spanish

THREE YEARS' COURSE

First Year—Monsanto and Languellier's Practical Course in Spanish, Lessons 1 to 31; Readers: Roessler, a first Spanish reader, Brausley, Spanish Reader (or equivalent); Dictation, conversation.

FASSIFERN
TWENTY-SIX

Second Year—Monsanto and Languellier's Practical Course in Spanish, Lessons 32 to 62; verbs, regular and irregular. Readers: Alarcon, *El Niño de la Bola*; Perez Galdos, *Doña Perfecta* (or equivalent); Dictation, conversation.

Third Year—Garner's Grammar; systematic accidence and Syntax; Umphrey's Spanish Prose Composition. Readers: Cervantes, *El Cautivo*; Valera, *El Comendador Mendoza*; Nuñez de Arces, *Haz de Leña* (or equivalent); Dictation, conversation.

Spanish is the only language used in class throughout the second and third years.

Music

MISS CHELIAN A. PIXLEY, Director

The same plan is followed in the study of piano playing as that pursued with reference to other work. Thoroughness is the watchword. Not only is playing ability desired, and given the first consideration, but the broader understanding of Music as a subject for study is entered into. The course of study is governed largely by the Virgil method, the educational principles of which are recognized throughout the progressive musical world today as the basis of artistic playing. Beginners make rapid and safe progress, because, with the aid of the practice clavier, the contrast is plainly understood between right and wrong conditions and motions.

The tuition for private lessons to resident pupils, and to non-resident pupils wishing to take the full course, includes classes in technique and time beating. With these subjects given their own necessary amount of time in classes, the entire private lesson may be devoted to the musical side of playing. Among the advantages of class-work are: A quicker conception and greater interest aroused by competition and by seeing the work of others, and a gain in confidence acquired by playing before others. Frequent student recitals will furnish added opportunity for discipline along these lines.

Music Course

FASSIFERN
TWENTY-SEVEN

To enter first-year class, applicant must be able to play correctly all major scales in sixteenth notes, quarter note—80 M. M.; all harmonic minor scales to quarter notes—72 M. M.; major common chord arpeggios in sixteenth notes, quarter note—60 M. M.; exercises in wrist action and the different touches; a study equivalent to Duvernoy, opus 120; and a piece of easy third grade.

To enter second-year class, applicant must be able to play all harmonic minor scales in sixteenth notes, quarter note—100 M. M.; all minor common chord arpeggios in sixteenth notes, quarter note—72 M. M.; a scale in octaves in sixteenth notes, quarter note—52 M. M.; a study equivalent to Czerny, op. 636; a third-grade piece.

To enter third-year class, applicant must be able to play legato and staccato chords in eighth note, quarter note—84 M. M.; octave scale in sixteenth notes, quarter note—66 M. M.; and easy octave study; melodic minor scales in sixteenth notes, quarter note—116 M. M.; arpeggios, chords of the seventh, hands together in sixteenth notes, quarter note—92 M. M.; a study equivalent to Czerny, op. 299; advanced third-grade or easy fourth-grade pieces. Advanced second-grade pieces learned without assistance.

To enter fourth class, applicant must play all major and minor scales, hands together in sixteenths, quarter note—132 M. M.; all major, minor and seventh chord arpeggios, hands together in sixteenths, quarter note—116 M. M.; one major and one minor scale in contrary motions, sixths, thirds and tenths, in sixteenth notes, quarter note—100 M. M.; one scale in double thirds, in sixteenths, quarter note—66 M. M.; one scale in double sixths, in eighth notes, quarter note—80 M. M.; six scales in octaves, in sixteenths, quarter note—72 M. M.; Cramer études; octave étude; advanced fourth-grade pieces, modern and classical. Third-grade pieces learned without assistance.

To receive a Certificate, applicant must have acquired a velocity of sixteenth notes, quarter note—144 M. M.; in scale and arpeggio passages: octaves, double thirds, and double sixths in sixteenths,



DINING ROOM

quarter note—80; and be able to play from memory a recital program of classical and modern numbers of advanced fourth-grade difficulty.

Compositions selected throughout the course according to the Faeltton grading. Students who contemplate teaching will be prepared for examination in the Virgil Method without attending the New York School.

FASSIFERN
TWENTY-NINE

Music credits. College Entrance, one unit.

PIANO (combined with following theory)—A practical knowledge of various kinds of touch, ability to play major and minor scales, in simple and canon forms, in sixteenths, quarter note=100; and common chord and seventh chord arpeggios in sixteenths, quarter note=74; ability to play with due regard to right tempo, fingering, phrasing and expression pieces, and studies from this list (or equivalent): Hasert, op. 50, Book I; Haydn Sonata, E minor; Mozart Sonata in A major; Mendelssohn's Songs Without Words, Nos. 19 and 49. Sight reading of chorals and such pieces as Schumann, op. 68.

(This is practically the same as Junior Work in FASSIFERN Course.)

EAR-TRAINING—To write from dictation a diatonic major melody, not more than four measures, using whole, half, quarter, eighth and dotted notes.

HARMONY—One year's training, at least one lesson per week: A knowledge of the rudiments of music, viz: scales, intervals, staff-notation, terms and expression marks in common use; ability to analyze the harmony and form of hymn tunes and simplest pieces for pianoforte, involving triads and dominant seventh chords and their inversions, passing tones and modulations to nearly related keys: Ability to harmonize on paper, in four parts, melodic fragments using triads and the dominant seventh chords and inversions in major keys.

EAR-TRAINING—Ability to name, as heard, intervals involving tones of the major scale, the three principal triads and the dominant seventh chord in fundamental position; and the authentic, plagal and deceptive cadences. (Wellesly and Smith entrance credit).

FASSIFERN
THIRTY

Music Credit toward Fassifern Graduation, one unit.

PIANO—Satisfactory completion of Junior requirements.

THEORY—First Year Theory, First Year Melody Writing, Tapper; one hour per week.

PIANO—Satisfactory completion of Senior requirements.

THEORY—First Year Harmony, First Year Musical Analysis, Tapper; one hour per week.

Outline of Musical History, Hamilton; one-half hour per week.

Art Course

MISS MAUDE CHAMBERS, Director

The object of this course is to give a good foundation in Art education, and to arouse and develop latent powers of originality along artistic lines. After that, the advancement depends upon the ability of the student.

A certificate will be given upon the completion of the course which includes perspective drawing, pictorial representation, composition, figure and animal painting, and design.

Courses are given in Historic Art in Architecture, sculpture, painting and ornament.

DRAWING AND PAINTING—Lessons in drawing include drawing in pencil, crayola, pastels and charcoal, from still life and casts. Freehand perspective and light and shade are emphasized before color is approached. Painting in watercolor and oils is not taken up until a student shows proficiency in drawing. Sketching from draped life once a week, and in favorable weather the students do outdoor sketching.

DESIGN—The course in design includes the study of the principles of decorative design, color harmony, and historic ornament, and the study of plants and flowers from nature for application in original designs. Examples of the best color, and reproductions of masterpieces in black and white, are copied to aid in the appreciation of color and good composition.

ARTS AND CRAFTS—In connection with the course in design, ceramics and a craft, either metal or leather work, may be taken. Students take much interest in making poster announcements for the various school entertainments, and in illustrating *The Sapphire*, the school annual. In the competition for a FASSIFERN bookplate many original designs were brought forth.

Weekly class lessons in freehand drawing are given to the whole school.

FASSIFERN
THIRTY-ONE

Home Economics Department

MISSSES THRALL AND SAMPSON, *Directors*

DOMESTIC SCIENCE—Cooking: Principles of cooking; care of food in the house; methods of preservation; household sanitation, etc. The aim of the Domestic Science course is to train students in the systematic management of a home. Much stress is laid upon doing things in a neat and housewifely way.

For the use of this department, a three-room cottage has been prepared. There are dining-room, work-room, and kitchen.

The pupils take much pride in serving well-prepared and well served luncheons to members of the Faculty, doing all of the work themselves, and taking turns as cooks and waitresses. The menus for these luncheons are based upon the class work of the year.

The work is divided into a course of two years. The first year's work consists in the study of the following:

- I. Three essentials to life: Air, Food, Water.
- II. Definition of Food.
- III. Classification of Foods: Proteids, Carbohydrates, Fats, Mineral Matter, Water.
- IV. Combustion in its relation to building a fire in the kitchen range. Care and use of the range.
- V. Lessons in household duties, to be carried out during the entire course: Table Setting, Duties of Waitress, Dish Washing, Sweeping, Dusting.

FASSIFERN
THIRTY-TWO

- VI. Study of Water: Fruits, Beverages.
- VII. Carbohydrates: Sugar, Starches.
- VIII. Sugars: Lesson in candy making.
- IX. Starches: White Sauce, Vegetables, Cream Soups, Cereals.
- X. Quick bread stuffs: Biscuit, Muffins.
- XI. Slow bread stuffs: Raised bread and Rolls.
- XII. Use of dried bread crumbs: Escalloped dishes, etc.
- XIII. Lesson in simple cake making.
- XIV. Proteids: In Milk, Cheese, Custards, Eggs.
- XV. Two or three simple luncheons to be served during the year.

The second year's work is in part a review of the first year, elaborating the teaching. Students are now prepared to take up a more advanced study of food and dietetics, the making of menus, and of matters pertaining to the home—its location, sanitation, etc. Emphasis is laid upon the importance of a well balanced meal.

In addition to general cookery, the following subjects are studied:

The preservation of foods, principally shown in methods of canning and preserving; pastry making; study and cookery of fish and meat; invalid cookery; frozen desserts.

A certificate will be awarded upon the completion of the two years' course in either branch of Household Economics.

DOMESTIC ART—Sewing: Simple and necessary stitches, hemming, gathering, etc.; decoration, simple and attractive, designed and applied by students making use of simple and decorative stitches; machine work; cutting and making of undergarments; study of commercial patterns, etc.; care and repair of clothing, etc.

The department of Home Economics was opened in September, 1916, with the gratifying results indicated by the number of students taking the first year's courses.

Concerts and Lectures

FASSIFERN
THIRTY-THREE

In order that students may derive benefit from hearing music and lectures, it is the aim of the school to engage public speakers and professional musicians of reputation, at intervals during the school year. Students have been given the opportunity of going to Charlotte or Asheville for unusual events of this kind, such as recitals by world-famous artists; and several members of the school have each year attended the Spartanburg Music Festival. Henceforth, it will be possible for many more to take advantage of Festival, since the railway connection with Spartanburg is so good. In addition, a course of concerts and lectures is arranged for the benefit and entertainment of students. Lecturers, pianists, vocalists, and musicians doing concert work have visited the school. Attendance of pupils is required.

Nine music pupils went to Spartanburg festival, May, 1917; several attended the Damrosch Orchestra concert and Josef Hoffman's recital in Asheville.

Since the opening of the Course, the following entertainments have been given:

RECITALS—Mr. Edward Baxter Perry, pianist, four; Mr. A. O. Bauer, two; Mr. Alfred Calzin, pianist, Mr. Dan Jones, pianist; Mr. Horatio Connell, baritone; Mr. Ellison Van Hoose, tenor; Mme. Nina Dimitrieff, soprano; Mme. Berthe Orndoff, soprano; Mme. Dorothea North, soprano; Miss Charlotte Kendall Hull, violinist, two; Master Winston Wilkinson, violinist; Miss Smith, Queens College, violinist; Trio Concert—piano, violin, and cello—by Miss Pixley, Miss von Gilluwe, and Mr. Stirewalt; Fuller Sisters; Zaellner String Quartette, three; Mme. Jenny Dufau, soprano, two; The Elsa Fischer quartette, the Tollefsen Trio.

LECTURES—Prof. Collier Cobb, University of North Carolina, twelve; Mr. Charles McKesson, two; Dr. Delia Dixon Carroll, Raleigh; Dr. Annie Moore, New York; Dr. Wm. Redin Kirk, two; Col. F. A. Olds.

The FASSIFERN chorus has weekly rehearsals of sacred songs, cantatas and operettas for public performances.



DRAWING ROOM

The Fassifern Lectures

FASSIFERN
THIRTY-FIVE

The FASSIFERN Lectures for 1916-'17 were given by Professor Collier Cobb, of the University of North Carolina, upon the general theme of "Man and Nature." These lectures were continued from the series of 1915-'16, and will be published in book form.

Three of these lectures were given in November and two in May. All were profusely illustrated.

Honors and Prizes

HONOR ROLL—Each quarter there is posted the list of such students as have been honorably mentioned in the weekly report of studies. At the end of the year, those whose names have appeared on every honor roll are entitled to a place on the honor roll for the year.

Students who take the highest mark in class have their names marked with a star on the quarterly reports. Those who have had as many as three stars on every report, are placed on the year's Star Roll.

A place on either roll may be lost by non-attendance upon classes whether from sickness or other causes.

PRIZES—*Hawkins Medal*.—Mr. A. H. Hawkins, of Hendersonville, offers each year, a handsome gold medal for General Excellence. It was awarded this year, by unanimous vote of the faculty, to Miss Mary Louisa Cobb.

Kirk Medal.—The gold medal offered by Dr. Kirk, also of Hendersonville, for the best all-round work in Art, was won by Miss Cornelia McDowell.

The medal for Still Life Drawing given by Miss Chambers, was awarded by a committee of Hendersonville ladies and gentlemen, to Miss Elizabeth Skelding.

The prize for the best Book Plate design was given to Miss Mary Lybrook Lasater; and that for best work in Domestic Art, to Miss Carolee Green.

Honorable Mention—Art Department—Misses Cowles, Lowndes, and Twyford.

Health and Exercise

Every care is taken to prevent illness, and keep pupils vigorous and healthy. The climate is a great factor, and plenty of outdoor exercise is required. As the school has large grounds, and is, moreover, on the outskirts of the town, there is ample opportunity for walks and out-of-door sports. These are under the supervision of teachers.

Regular lessons in physical culture supplement these exercises. In spring and early autumn, the lessons are given out-of-doors.

Miss Sampson has the health of the girls under her especial supervision, and mothers are asked to write her if there is any particular care to be taken.

There are a number of good physicians in the town, any of whom may be consulted. When no choice is indicated, the family physician is called in.

There is no school medical fee, and physicians' bills are sent direct to patrons.

There is a large and comfortable infirmary, and in any ordinary illness the pupils are cared for by the graduate nurse in charge; but should an occasion arise when the physician thinks a special nurse necessary, she will be employed at the expense of the patient. Each applicant for admission to the school must present a physician's certificate as to her general health, and a separate statement from a specialist if she has had trouble with her eyes, ears, or throat. If a student is expected to continue a course of treatment begun under her family physician, both courtesy and common-sense require that an explanation of this treatment, and the reason for it, should be made to those who have charge of the well-being of the pupils. Necessary dental work should receive attention before pupils leave home. The infirmarian cheerfully takes to a competent dentist those who develop any trouble that needs attention; but she cannot give too much time to chaperoning students who have put off dental work until school begins. An extra charge will be made for such cases as require more than the ordinary amount of time.

Parents, please give your childrens' eyes, ears, throat and teeth careful attention before they leave home.

The school has its own cows, carefully fed and watched, and the milk is good and abundant.

Particular attention is paid to the care of the eyes. The lighting system is of the best, and the lights are carefully placed. The study-hall desks are movable, and are so arranged that the students are subjected to neither strain nor glare.

The school is not a sanatorium, and a girl with tubercular troubles, or with any mental or serious physical defects, will not be admitted.

Recreation

The students depend for pleasure and recreation largely upon out-of-door games and sports. There is a tennis court, and basket-ball grounds. In spring and fall, the pupils go for long drives, or for excursions to some particularly attractive spot where they may have afternoon tea or a picnic luncheon. Walking trips are also made to the top of "Long John" or "Stoney," nearby peaks, and a day spent on one or the other. Those who have permission from home are allowed to ride, when accompanied by a chaperon and by an expert horseman who gives riding lessons. Girls may not use the side saddle, and a simple habit is necessary.

Those who care for it may dance every evening.

There is a good library, and each year books are added. In 1915, FASSIFERN was the recipient of a gift of one hundred volumes. The name of the donor is withheld by request.

It is not desirable for students to bring reading matter, other than such as may bear upon their studies, and if books are brought they must be turned over to members of the faculty for inspection.

Conduct

Since the interests of all pupils must be considered, a girl who exercises a harmful influence upon her companions, or whose general demeanor shows that she has no intention of obeying the rules of the household, cannot be allowed to remain in the school.

Dress

The dress of all pupils must be characterized by simplicity and regard for health. White or wash dresses may not be worn after November 1st, until permission is given in the spring. For winter wear, a student must have the following: For church and street: a coat suit, suitable hat and gloves; for school: two wool dresses of serviceable color; a heavy coat, hat, and gloves for everyday use; high necked underwear—not necessarily wool; high shoes. Evening dresses are unnecessary. Simple afternoon costumes are required as a change from the working dress. All students are expected to wear simple white dresses at Commencement and at all public entertainments given by the school. Dressmaking should be attended to at home, as there is neither time nor opportunity for it while at school. Jewels of value must not be brought to the school.

Visits and Absences

Parents are earnestly requested to see that their children are on hand promptly at the opening of school, and after the holiday absence.

Students are expected the day on which school is advertised to open; *not before*. They will be met at the station by one of the faculty.

After the holidays, parents will kindly notify the principal by what train to expect returning pupils, and also explain any delay in returning. The only regular holidays are from Christmas to January third. Students may not remain in the school during the Christmas vacation.

The principal recognizes the power of parents to keep their children out of school, and thinks it unwise to make a cast-iron law with regard to such action; yet she earnestly desires parents and guardians to avoid asking for holidays not given to the whole school. They cause a girl to fall behind in her work, distract her attention, and in almost every instance are followed by irritability of temper, often dignified by the name of *homesickness*, further interfering with the regular routine. It is understood that

young people need diversion, and the attempt is made to give them all the variety possible in the way of recreation, yet it is supposed they are placed in a boarding-school primarily to escape from the unavoidable distractions occurring in the average home life. Time lost from school work must be made up, and except in the case of illness a charge for such extra work will be made at regular tutor's rates. It is too much for teachers who are doing full work, and an outside tutor will henceforth be employed for the purpose.

Pupils are not allowed to go home with one another during the school term. The reasons are obvious. Heads of schools may know reasons why these visits are very undesirable, and yet find it embarrassing to decline to grant the privilege. Girls are not allowed to visit anyone in town with whom the principal is not acquainted, *nor are they permitted to spend the night away from the school, unless in the immediate care of parent or guardian.*

Students who wish to spend the day in Asheville on a shopping or pleasure excursion, must be accompanied by a member of the faculty, and must present a written request for the privilege from a parent, accompanied by the necessary money to cover expenses, unless it is on deposit for the purpose. Students may be taken to Asheville for anything especially good in the line of music or dramatic art, if permission is given in time by parents. Music pupils are taken each year to the Spartanburg Festival, upon request of parents. The time lost is not counted against them, as it is deemed very important that this is an opportunity not to be neglected, for adding to their musical education.

Letters, Telegrams, Telephone Messages and Express Parcels

Letters and all mail must pass through the hands of one of the principals. After students arrive, they will be asked to submit a list of correspondents, which will be forwarded to parents for approval. The principal reserves the right to strike off the list, at any time, the names of persons who prove themselves objectionable.



FROM PIAZZA—LOOKING NORTH

Telegrams must be addressed to the principal. Pupils may not answer the telephone; so parents are requested to call up the principal in the event that a long distance message is necessary.

All express charges must be *prepaid*, and parcels must be opened in the presence of a teacher. Parents will understand that this supervision is best; it prevents the reception of undesirable packages.

FASSIFERN
FORTY-ONE

Boxes

Boxes of eatables may not be received, *nor brought* by students. All schools have the same trouble with cases of illness following the reception of boxes. The food furnished by the school is the best the market affords, and those who have charge of the health of the girls are sorely hampered by the injudicious and promiscuous sending of eatables from outside. Fruit, candy, and nuts, in reasonable quantities, may be received, but *nothing else*. No exception is made in the case of birthdays and holidays, nor for any particular student.

Spending Money

Pocket money for students must be put in charge of the principal, who will issue it weekly.

Maximum for Seniors.....	\$1.25 weekly.
Maximum for Juniors.....	1.00 weekly.
Maximum for Sophomores.....	.75 weekly.
Maximum for Freshmen.....	.50 weekly.

It is suggested that a small amount be allowed in addition, for stamps and writing paper, or that these be furnished. The school will furnish school stationery and charge to account, but not letter paper and stamps. Students may not keep money in their rooms. Please note that it is not obligatory upon the parents of a senior to send her an allowance of \$5.00 a month; but she may not have more. For those

FASSIFERN
FORTY-TWO

who ride, provision must be made so that the horses may be paid for as soon as used. The school does not pay and charge livery bills. No student may have a charge account at any store in town. No pew rent is charged by the churches which the students attend; but as they form part of the congregations for three-fourths of the year, it seems only fair that something should be paid towards the church expenses. Therefore, an item for church dues has been inserted into the expense account. When this is paid, it will be given, in weekly sums, to each student to carry to the church to which she belongs. It will average about fifteen cents a Sunday.

List of Articles Required

Bible, umbrella, overshoes, dressing wrapper, two laundry bags, hot-water bag, gymnastic suit, all toilet articles, a small cup, a teaspoon, two pairs of blankets, three pairs of sheets and two white spreads for *single* bed, three pillow cases for pillows of medium size, eight towels, three bath towels, eight table napkins, napkin ring, and workbag or basket, furnished with needles, thread, thimble, and scissors. All articles must be plainly marked with the owner's name, and each girl should have an exact list of all she brings.

Girls who wear glasses are asked to bring two pairs, to avoid loss of time in case of accident.

GYMNASIUM COSTUME—Pair of full, black bloomers; white middy blouse, with black kerchief tie; black stockings, gymnasium shoes.

EQUIPMENT FOR DOMESTIC SCIENCE CLASSES—Two “all-over” blue checked aprons, with button at right, on which to fasten towel and holder.

Four one-half yard towels, of blue glass toweling; loop of white tape at corner by which to fasten to apron.

Expenses for School Year of Nine Months

FASSIFERN
FORTY-THREE

Board; Tuition in English Branches, Latin, and two Modern Languages; Laundry; Infirmary, Library Fees; Chorus Singing; Class Drawing.....	\$375.00
For single room (extra).....	20.00
Piano Lessons, under Director.....	70.00
Piano Lessons, under Assistant.....	60.00
Lessons in Drawing and Painting and Art History.....	50.00
Use of Piano for Practice, per hour, daily.....	5.00
Stenography, Typewriting, and Bookkeeping.....	40.00
Domestic Science.....	25.00
Domestic Art.....	20.00
Church Dues*.....	5.00

There are no other dues or fees, except for materials for cooking and sewing classes.

Damage done to rooms or furniture will be repaired immediately, at the expense of the pupil.

Books and school stationery are furnished at dealers' prices, and charged on the quarterly bill.

A deduction of \$25.00 is made in the charges for the year when two or more boarding pupils enter from the same family.

All bills are payable *quarterly in advance*. A deposit of ten dollars is required of all pupils at the time of filing application, as a guarantee for holding the place. The right is reserved to vacate the place of any pupil whose bill is not settled within a month.

No pupil, whose bills for the previous year remain unsettled, will be entered for a new term, nor will she be given a certificate of admission to another school, or placed on honor roll.

* To be given by student to church she attends.

FASSIFERN
FORTY-FOUR

Graduates in Full Course, 1917

Miriam Leach McClammy.....	First Honor
Mary Louisa Cobb.....	Second Honor
Bess Boyd Child	Anna Locke Ingram
Edith Jenkins	Margaret Floried Justus
Sallie Lou Packard	Elizabeth Randolph Pendleton
Certificate in English and Modern Language Course, Harriet Harllee Bellamy.	

Dearly Honor Roll

*A

Miriam McClammy
Alma Seagle
Susie Taylor
Leonora Blount
Mary Cobb
Mary Kemper
Erma Morris
Cornelia McDowell

*B

Elizabeth Skelding
Anna Locke Ingram
Mary Alice Willson
Ella Lindsay
Lucile Morris

Dearly Star Roll

Miriam McClammy

Leonora Blount

Susie Taylor

* A, names that have been on every weekly honor roll; B, on every weekly list, except one.

Quarterly Honor Roll, in Order of Standing

Those marked * were also on the Star Roll

<i>First Quarter</i>	<i>Second Quarter</i>	<i>Third Quarter</i>	<i>Third Quarter—Continued</i>	<i>Fourth Quarter—Continued</i>
Miriam McClammy*	Miriam McClammy*	Miriam McClammy*	Helen Coles	Anne Mallett
Leonora Blount*	Alma Seagle*	Alma Seagle*	Josephine Bird	Mary Alice Willson*
Mary Kemper	Leonora Blount*	Susie Taylor*	Jessie Cary	Ella Lindsay*
Erma Morris	Mary Kemper*	Elizabeth Skelding*	Mary Elizabeth Justus	Ellen Allston
Lucile Morris*	Harriet Bellamy	Gladys Brown*	Joe McMillan	Helen Coles
Susie Taylor*	Elizabeth Coleman	Harriet Bellamy		Blanche King
Mary Cobb*	Mary Cobb	Mary Kemper*	<i>Star List Only</i>	Ruth Pulliam
Anna Locke Ingram*	Ella Lindsay	Leonora Blount*	Emily MacRae	Cornelia McDowell*
Alma Seagle	Susie Taylor*	Erma Morris*	Corinna Moore	Mary Kemper
Cornelia McDowell	Erma Morris*	Anna Locke Ingram	Edwina McMillan	Lucile Morris
Virginia Williams	Edwina McMillan*	Lucile Morris*		Alice Lowndes
	Elizabeth Skelding*	Mary Cobb*	<i>Fourth Quarter</i>	Virginia Lowndes
<i>Star List Only</i>	Mary Alice Willson	Mary Alice Willson		Mary Elizabeth Justus
Ella Lindsay	Sallie Lou Packard	Alice Lowndes*		Erma Morris
Edwina McMillan	Cornelia McDowell	Edwina McMillan	Miriam McClammy*	
	Iva McAulay	Nannie Cawthorne	Alma Seagle*	<i>Star List Only</i>
	Josephine Bird	Ella Lindsay*	Susie Taylor*	Emily MacRae
	Rose Morton	Ruth Pulliam	Elizabeth Skelding*	
	Claudia Kelly	Pauline Robinson	Gladys Brown*	
	Jane McMillan	Anne Mallett	Anna Locke Ingram*	
		Cornelia McDowell	Mary Cobb*	
<i>Star List Only</i>		Muriel McNaughton	Edith Jenkins*	
Lucile Morris		Sallie Lou Packard*	Iva McAulay	
Alice Lowndes		Elizabeth Coleman	Leonora Blount*	

FASSIFERN
FORTY-SIX

Students 1916-'17

Allston, Ellen.....North Carolina
Bird, Josephine.....North Carolina
Bellamy, Harriet.....North Carolina
Bethune, Marion.....North Carolina
Blount, Leonora.....North Carolina
Brown, Gladys.....North Carolina
Buckner, Gwendolyn.....North Carolina
Burney, Dorothy.....South Carolina
Cary, Jessie.....Georgia
Case, Erline.....North Carolina
Carson, Marjorie.....North Carolina
Carson, Nell.....North Carolina
Cawthorne, Nannie.....North Carolina
Child, Bessie.....North Carolina
Cochrane, Hattie May.....North Carolina
Cobb, Mary.....North Carolina
Coleman, Elizabeth.....North Carolina
Coles, Helen.....Florida
Dermid, Lucy.....North Carolina
Dixon, Josephine.....North Carolina
Duff, Mary.....North Carolina
Hewitt, Emily.....North Carolina
Hatch, Margaret.....North Carolina
Hicks, Jerome.....North Carolina

Highsmith, Louise.....North Carolina
Hoffman, Edith.....North Carolina
Horner, Eloise.....North Carolina
Ingram, Anna Locke.....North Carolina
Jenkins, Edith.....North Carolina
Jenkins, Sadie.....North Carolina
Justus, Margaret.....North Carolina
Justus, Mary Elizabeth.....North Carolina
Kemper, Mary.....North Carolina
Kelly, Claudia.....Georgia
King, Blanche.....North Carolina
Lasater, Mary Lybrook.....North Carolina
Liddell, Vinton.....North Carolina
Lindsay, Ella.....South Carolina
Lindsey, Mildred.....Kentucky
Lowndes, Alice.....North Carolina
Lowndes, Virginia.....North Carolina
Mallett, Anne.....North Carolina
Merrimon, Frances.....North Carolina
Macnaughton, Muriel.....North Carolina
MacRae, Emily.....North Carolina
McAulay, Iva.....North Carolina
McCurdy, Alice.....North Carolina
McClammy, Miriam.....North Carolina

McDowell, Cornelia.....North Carolina
 McMillan, Jane.....North Carolina
 McMillan, Edwina.....North Carolina
 McMillan, Joe.....North Carolina
 Moore, Corinna.....Washington, D. C.
 Morgan, Annie James.....Tennessee
 Morton, Rose.....South Carolina
 Morris, Erma.....North Carolina
 Morris, Lucille.....North Carolina
 Packard, Sallie Lou.....North Carolina
 Parker, Frances.....North Carolina
 Pendleton, Elizabeth.....South Carolina
 Pulliam, Ruth.....North Carolina
 Ray, Ashleigh.....North Carolina
 Robinson, Pauline.....Alabama

Sumrell, Marjorie.....North Carolina
 Seagle, Alma.....North Carolina
 Skelding, Elizabeth.....North Carolina
 Sumner, Anne.....North Carolina
 Sumner, Alice.....North Carolina
 Taylor, Susie.....North Carolina
 Willson, Mary Alice.....North Carolina
 Wilcox, Agnes.....North Carolina
 Ward, Thelma.....South Carolina
 Ward, Sarah.....South Carolina
 Williams, Virginia.....Virginia
 Wooten, Ruth.....South Carolina
 Yancey, Caroline.....North Carolina
 Zollicoffer, Tempie.....North Carolina

FASSIFERN
 FORTY-SEVEN

Departments

Music

Allston, E.
 Bellamy, H.
 Bethune, M.
 Bird, J.
 Blount, L.
 Brown, G.
 Brooks, M.

Burney, D.
 Buckner, G.
 Cobb, M.
 Coleman, E.
 Hoffman, E.
 Ingram, A. L.
 Kemper, M.

King, B.
 Lindsay, E.
 Lindsey, M.
 McAulay, I.
 McClammy, M.
 McCurdy, A.
 McMillan, J.

McDowell, C.
 MacRae, E.
 Morgan, A. J.
 Packard, S. L.
 Parker, F.
 Pulliam, R.
 Seagle, A.

Sumner, A.
 Sumrell, M.
 Williams, V.
 Willson, M. A.
 Whitfield, J.
 Wooten, R.

FASSIFERN
FORTY-EIGHT

Cary, J.
Coles, H.
Lasater, M. L.

Lowndes, A.
McDowell, C.

Art

Robinson, P.
Seagle, A.

Skelding, E.
Twyford, E.

Domestic Science

Green, C.
Hewitt, E.
Highsmith, L.

Ingram, A. L.
Kelly, C.
Lasater, M. L.

McAulay, I.
Moore, C.
Parker, F.

Robinson, P.
Skelding, E.
Wooten, R.

Domestic Art

Duff, M.
Green, C.
Highsmith, L.

Hoffman, E.
Lowndes, V.
Macnaughton, M.

McAulay, I.
Morton, R.

Robinson, P.
Williams, V.

Graduate Students of Fassifern

Annie Pegram Oates, 1913
Jennie Johnston Saine, 1914
Katherine Taylor Manning, 1915
Lucy Atkinson Murchison, 1915

Eleanor Louise McLoud, 1915
Charlotte Cranford, 1915
Mary B. Crowell, 1915
Sarah Mitchell Jenkins, 1915

Jessie Jenkins, 1916
Louise Hodges, 1916
Elise Williams Atkinson, 1916
Charlie Davenport Potts, 1916

Fassifern School

Application for Admission

I hereby request that a place be reserved for my.....

for the school year beginning....., and I enclose my check for ten dollars entrance fee, to be credited on the first bill for tuition, but forfeited if the pupil is withdrawn.

I promise to conform to the regulations of the school, and agree, if this application is accepted, that my.....shall be punctual in attendance.

In enrolling my.....for the whole school year, I promise to pay for the tuition, board, etc., of the entire year, according to the published terms and regulations of the catalogue, on pages 9 and 43.

Signed.....

Business address.....

Home address.....

Full name of candidate.....

Date of last birthday, and age thereat.....

Financial references (two).....

Social references (two).....

Name of School last attended.....

Name of clergyman, and the church attended.....

State fully condition of health at time of application.....

Name of family physician.....

Course A, B, or C?.....

Music?.....

Art?.....

Domestic Science?.....

Domestic Art?.....

List of studies completed, taken from the schedule for Academic Course.....

